DOCUMENT RESUME

ED 337 646 CE 059 301

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TITLE Book Bridges: Its First Phase. An Evaluation.
INSTITUTION Memphis State Univ., TN. Center for Research in Educational Policy.
PUB DATE May 91
NOTE 105p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Literacy; *Cost Effectiveness; *English (Second Language); Females; Foreign Countries; Illiteracy; *Immigrants; *Intergenerational Programs; *Literacy Education; Program Effectiveness; Program Evaluation; Second Language Instruction; Student Evaluation; *Womens Education
IDENTIFIERS Book Bridges MB; *Family Literacy; Manitoba

ABSTRACT

The first phase of Book Bridges, an English-as-a-Second Language literacy project for immigrant women and their children, was evaluated. Fifteen clients completed the first 10-week, 60-hour program designed to increase English vocabularies, give clients opportunities to express ideas in English, and provide a framework for facilitating comprehension and memory both for stories and informational text. Each class had the following format: literature circle, writer's workshop, reading, and dialogue journals. Results of the Gates-MacGinitie standardized test, informal reading inventory, and other program data indicated that comprehension performance increased significantly, and although vocabulary growth was not significant, students were more confident as learners and found reading to their children beneficial. When costs were related to benefits gained by participants, the program was found to be cost effective. A number of questions and concerns arose in terms of managing the program. Key issues involved the target group, housing the program, program duration, volunteer recruitment and training, program orientation and assessment, refreshments, and publicity. (Recommendations in three categories--instruction and assessment, cost effectiveness, and program management--are provided throughout the report. Appendixes include 32 references, data tables, materials used and developed in the program, informal reading inventory, and standardized test results.) (YLB)

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BOOK BRIDGES: ITS FIRST PHASE

AN EVALUATION

Presented to

THE JUNIOR LEAGUE OF WINNIPEG

by

Beverley L. Zakaluk, Ph.D.

University of Manitoba

May, 1991

U.S. DEPARTMENT OF EDUCATION
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SUMMARY OF RECOMMENDATIONS

There is one major recommendation which relates to program management. Other recommendations have been classified under their respective categories:

I. Instruction and Assessment;

II. Cost Effectiveness; and

III. Program Management.

Major Recommendation

That the Junior League establish a special **Book Bridges** subcommittee under its committee on Community Research and Development to administer and manage the project, with the chair of the subcommittee serving as liaison between the instructor and the consultant, reporting to the governing committee at regular, predetermined intervals.

Supplemental recommendations involve Instruction and Assessment. These include:

Recommendations: Instruction and Assessment

1. Discuss and clarify the objectives of the **Book Bridges** program. Decide whether the primary focus should be on enhancing the relationship between mother and child through the enjoyment of literature, providing an entry level literacy program or upgrading the literacy skills of relatively more advanced adult learners, or both.

2. Discontinue the use of the Gates-MacGinitie vocabulary subtest. Evaluate vocabulary growth more informally.

3. Build learners' confidence with material matched to their independent reading level. Challenge with more difficult material at their instructional level once strategies have been mastered.

4. Discontinue the use of the IRI as a screening device. Substitute a cloze or maze test which can be administered to the total group. Have the volunteers who assist candidates in filling out application forms note the suitability of the candidate for the program, based upon their perception of the candidate's basic interpersonal communication skills. Continue to administer the IRI during the second and final week of the program because of the diagnostic information provided. Only 16 need to be administered.

5. In addition to English language facility and reading achievement, when selecting candidates for the program give preference to candidates not enrolled in other literacy

job training programs.

Recommendations regarding costs include:

Recommendations: Cost Effectiveness

1. Carry out an independent summative evaluation in March, 1993.

2. Evaluate the effect of the program on the children of participants in the coming year.

3. Provide for the costs associated with collecting and transcribing research data.

4. Maintain the current instructor salary level.

5. Continue to provide learner support money, establishing guidelines regarding eligibility and assuming control over its dissemination.

6. Set aside a substantial book budget for future programs.

7. Provide an appropriate budget for postage, photocopying, learner supplies and secretarial services.

8. Maintain the current refreshment budget and renegotiate the question of refreshments with IWECS.

The final recommendations are associated with managing the program. In addition to the major recommendation regarding program administration, management considerations focus upon target group; housing; program duration; volunteer procurement; program orientation; collateral programs, and publishing. It is recommended that members of the Junior League executive and the community research committee meet with the other program constituents (the program evaluator and consultant, the previous and future instructor and representatives from IWECS) to discuss and resolve how these issues should be managed in the second year of the project.

Recommendations: Program Management

1. Continue to provide literacy instruction for women who are not comfortable about their ability to read and write in English.

2. Remain housed at IWECS.

3. Examine the question of extending the duration of the program.

4. Establish a special committee to explore the

feasibility of conducting a collateral program to be supported by business, industry or government agencies.

5. Stress to members the pivotal role of the volunteer in program delivery. Continue to appoint a Junior Leaguer as volunteer coordinator. Establish an emergency volunteer replacement policy. Continue to supplement the volunteer pool with friends of the Junior League and university students.

6. Continue the current client orientation process.

7. Reserve honoraria for a speaker(s) on multiculturalism.

8. Explore the publishing possibilities associated with the program or give the consultant and the instructor the right to explore such opportunities.

INTRODUCTION

This evaluation reports on the first phase of the Winnipeg Junior League literacy project, Book Bridges, funded from the proceeds of the Festival of Trees, and developed in collaboration with Reading Partners/Bookmates Inc. [Bookmates] and the Immigrant Women's Employment Counselling Service [IWECS]. In keeping with its 1989-90 mandate to focus on education, job training and illiteracy, the Community Research committee of the Junior League invited Bookmates to submit a literacy project proposal that would involve women and their children. A program patterned after a community college-based intergenerational program described by Ellen Goldsmith and Ruth Handel at the 1988 International Reading Association conference in Toronto was suggested. The envisioned program offered direct service to adults and indirect service to children.

Representatives of Bookmates and the chair of the Community Research Committee then worked together to find a "home" for the project. A prime concern was to find a client group that was highly motivated and committed to upgrading its literacy skills. Women in contact with the Immigrant Women's Employment Counselling Service (IWECS) seemed likely to meet these criteria. After meeting with an IWECS representative, it was agreed that IWECS would participate in the program by providing referral services, space for classes, and some supplies (name tags, felt pens, chart paper, limited photocopying services, and paper and pencils).

It was proposed that two programs, each to consist of 60 hours of instruction, be offered each year, one from September to November and the other, tentatively, from February to April. Each program would last 10 weeks, with classes meeting Monday and Wednesday evenings from 5:45 to 8:45, twice a week for 3 hours. Sixteen participants would be enrolled in each program, with a

---

1) Reading Partners/Bookmates Inc. is an emergent literacy program that brings innercity preschoolers and adult volunteers together, on a one-to-one basis, to share and enjoy books during weekly visits to the public library. Commitments are for a minimum of six months. Bookmates is based upon the premise that reading to children is conducive to developing children's language competence as well as their understanding of the form and function of print. Bookmates is funded primarily under the Winnipeg Core Area Initiatives program.

2) The charge of the Immigrant Women's Employment Counselling Service is to prepare women to enter or re-enter the work force. Its emphasis is on career planning and employment preparation, as well as job placement. Referral services to other community-based organizations are also provided. IWECS is funded by Employment and Immigration Canada.

participant/volunteer ratio of 2 to 1. Junior Leaguers making a commitment to volunteer for one class per week would make up the volunteer pool. One group of 8 Junior League volunteers would assist regularly on Monday evenings, and a second group regularly on Wednesday evenings. An instructor would be employed to conduct the classes and train volunteers.

The project was named **Book Bridges.** With immigrant women becoming the client group, the focus of the program changed somewhat: from an adult literacy project, to an English as a second language literacy project. A proposal outlining the intergenerational literacy program was presented and approved by the general membership of the Junior League in February, 1990.

Since the Junior League envisioned a 2-4 year commitment to the **Book Bridges** project, it was deemed advisable to progress in phases. Each subsequent program would build on the success, knowledge and expertise gained from previous offerings. Thus an ongoing research and evaluation component was built into the first program, with the Junior League entering into an agreement with the University of Manitoba to provide funds for release time so that an evaluator, who would also serve as a consultant and participant observer, might be present to report on the efficacy of the project.

An overriding question for the Junior League at this stage of the project is:

Is **Book Bridges** worthy of further support?

Accordingly, this formative evaluation explores and makes recommendations on the following project issues:

I. Instructional procedures in relation to client achievement, self-esteem, and personal growth;

II. Costs and benefits; and

III. Program management (target group, housing, duration, volunteer procurement and training, orientation, collateral programs and publicity).

I. INSTRUCTIONAL PROCEDURES AND CLIENT ACHIEVEMENT

Literacy is defined in personal terms as the exercise of competencies needed to function in society, to realize one's goals, and to develop one's own knowledge and potential (Kirsch & Jungeblut, 1986). The particular client group that **Book Bridges** is designed to help include immigrant women and their children:

- women who may "read", but not well enough in English to understand their children's report cards or the notices that emanate from the school explaining out-of-class activities or requesting parent conferences;

- women who are unable to share bedtime stories or help their children build educational foundations because they are unable to read to them;

- women who aspire to be more financially independent and work outside of the home but lack confidence in their ability to speak, and read and write English, especially in today's information centered, technologically driven workplace (Campbell, 1990; France & Meeks, 1987).

Being a preventative project, the particular goals of **Book Bridges** are to promote the personal aspirations and well-being of its clients by developing:

1) increased skills in terms of literacy (reading, writing and the ability to communicate in English);

2) learner confidence and self-esteem; and

3) personal growth, not only as individuals and parents but also as members of the community.

Secondary goals are related to the children of the client group. These are to:

1) develop the children's sense of reading as a worthwhile activity - to promote their emotional well-being and stir their intellectual curiosity;

2) enhance the relationship between the participants and their children;

3) encourage reading as a lifelong activity; and

4) increase the children's educational aspirations.

PROGRAM FOCUS AND CONTENT

In terms of instructional procedures, the question was whether a Language Arts curriculum model would enhance the literacy skills of the client group of immigrant women. Data sources included both quantitative and qualitative information, as follows:

DATA SOURCES

Screening and Posttesting:

- Informal Reading Inventory (IRI)
  - Word List Performance
  - Word Recognition Scores
  - Story Retelling Scores
  - Answers to Cued Recall Questions

Pre- and Posttesting:

Gates-MacGinitie Standardized Reading Test, Level D (Canadian Edition, 1979), Forms 1 and 2

Informal Data Sources

- Adaptation of Burke's Reading Interview
- Reading Response Logs
- Dialogue Journals
- Writing - Drafts and Redrafts
  - Products
- Mid-Program Interviews
- Field Notes
- Volunteer Survey

LEARNER PROFILES

A total of 23 clients attended the first program orientation which presented information regarding the scope and nature of the program and stressed the commitment required of participants. Of these, eighteen remained to complete application forms, and the IRI and Burke reading interview prescreening tasks. The selection of appropriate program candidates was then conducted by the program consultant and the instructor. Five of the screened candidates, three Spanish and two Japanese-speaking clients, were not invited to participate because they were unable to communicate adequately in English. One particularly needy candidate, a single mother with three children from Ethiopia who seemed to have limited support systems within the community, was permitted to remain in the program on compassionate grounds. One other candidate declined the offer to participate, leaving 12 candidates for the program. Counsellors at IWECS informed candidates that they had been accepted and subsequently referred five more clients, who then completed the screening measures which were administered by the program consultant, so that the initial group consisted of 17 participants.

Attrition. One client dropped out after the first three classes indicating she feared that participating in such a class would prevent her from receiving unemployment insurance benefits, even though this is not the case for a short term program such as **Book Bridges**. One other client stopped coming to the program when

there were only six classes left (three weeks) because she was offered a three month clerical position. Her counsellors advised that this record of employment would "look good" on her resume. It may be that long term goals were being sacrificed for short term benefits. A total of 15 clients thus completed the first program.

Length of time in Canada. The length of time that first program participants had spent in Canada ranged from 3 months to 23 years, with 7 clients having been in Canada for longer than 5 years and the remaining 8 from 3 months to 2.5 years. Six of this latter group could count the time that they had been in Canada in terms of months. (See Table 1, Appendix A.) Although those who had been in Canada the longest possessed basic interpersonal English communication skills, many of this group had had limited schooling opportunities in their own country.

First languages. Four of the clients spoke Portugese. Note also that this group had been in Canada the longest. Six of the clients were Spanish speaking, two spoke Japanese, and the remaining three clients spoke Tagalog, Polish or Ethiopian, respectively. Two clients were Japanese university graduates.

Achievement groupings. Based upon the scores from the Gates-MacGinitie standardized reading achievement test, clients seemed to fall into three clusters. (Refer again to Table 1, Appendix A.) Most of the clients in the first cluster read at the grade 3-4 level, with one member within the group reading at the grade 7 level. A second group of participants seemed to cluster at about the grade 2-3 level, and one client was non-measureable. That is, her standardized test raw scores were so low that it was impossible to transform them into percentiles or grade equivalents. This isolated case was the client who was admitted to the program on compassionate grounds.

The results of the second achievement measure, the informal reading inventory (IRI) which yields more diagnostic information, suggested that the majority of the participants had no difficulty unlocking individual words. An exception was the isolated client, who because of her very limited command of English was not able either to read the IRI level 1 selection or retell the story content when it was subsequently read to her because of her very limited command of English. Performance on the IRI also indicated that many clients were unable to remember the stories they had read, despite sincere efforts, as illustrated in the following examples.

1. C: I try to tell you its uh... nice time outside or its a spring outside. I try to tell you that.

   (Response when participant, who had lived in Canada for 6 years, was asked to retell the Level 1 selection

Spring, from Lobel's Frog and Toad are Friends.)

2. E: Can you retell that story in your own words now?

C: I have a low vocabulary. I can't unless I read a second time .

E. [Probing] Do you remember...

C: I have to read a second ... I don't know how to explain. When I read something with high vocabulary I have to read 2 or 3 times, you know, to concentrate, to have time to think about the words.

(Response when participant, who had lived in Canada for 17 years, was asked to retell the level 6 selection from George's Julie of the Wolves.)

There are a number of possible explanations for this. Either subjects: 1) lacked a strategy to help them remember what they had read; 2) were unable to comprehend the meanings of the words they were decoding, which would interfere with their ability to form an overall gist of the story and ultimately affect memory; or 3) understood the story, but were unable to retell or answer questions based on the story because they lacked the English vocabulary to express their ideas. Thus there seemed to be four major problems:

1) Lack of an English expressive vocabulary;

2) An inadequate English receptive vocabulary;

3) Inability to remember after reading; and/or

4) A paucity of strategies to facilitate the recall of text.

THE PROGRAM

In the light of such difficulties, the program was designed to increase English meaning vocabularies; give clients opportunities to express ideas in English; and provide a framework for facilitating comprehension and memory both for stories and informational text. A whole language philosophy of teaching and learning was adopted with children's literature selections serving as the meaning base. The instructional activities could be categorized as either reading or writing, with listening and speaking integrated within each. Following the pattern of the Goldsmith and Handel (1988) program, a thematic approach was employed beginning with family stories, moving to the study of folk tales and fables, and concluding with the examination of text that was informational. Instructional

emphasis was on strategies that clients could apply not only in their own reading but also when they were interacting with their children. The guiding principles that governed the program are found in Appendix B of this report.

A direct-explicit instructional model (Pearson & Gallagher, 1983) was employed. In applying the direct-explicit instruction model, the instructor indicated the purpose of the activity, modeled and demonstrated the procedure or strategy, and then, with the assistance of the volunteers who were generally matched on the basis of one volunteer to two participants, provided time for guided practice and feedback. Once the program was underway, evenings followed a set format, beginning with sharing in literature circles, followed by writer's workshop, coffee break reading period, book sign-out, and dialogue journals.

Workshop Format

1. Literature Circles

Each evening began with "Literature Circles", at which time participants shared their responses to the books they had read at home. This was an opportunity to develop basic communication skills in English, but also a time for participants to recall what they had read. Several strategies to facilitate memory for text were employed including teaching story grammar, providing a framework for story sharing, and writing summaries for expository text. Participants kept Reading Records to document the names of books they read at home and their reactions to them. (See Appendix C for volunteer explanation sheet.) Twenty minutes was allowed for this activity.

2. Writer's Workshop

Immediately after the book sharing, participants were engaged in writing. Research investigating the composing process suggests that writers write best when they write about what they know. Writing is not getting it right the first time. Instead, authors first write drafts or commit their ideas to paper, then reread and revise their compositions, sometimes several times before the writing is ready for publication. In teaching writing, everyone writes, including the instructor. She models the process by writing herself and sharing her drafts and revisions, inviting comments and feedback in order to demonstrate the revision process.

Book Bridges adopted a writer's workshop format in which participants:

- employed a process approach to writing that included the following stages: prewriting, drafting, revising, editing and publication. (See Appendix D for diagram that was attached to

each client's writing folder as a reference);

- wrote on topics of their own choosing;

- kept their writing drafts in writing folders; and

- collaborated (gave or received feedback on the their own writing and that of others) during writing conferences.

In addition to the instructor, the volunteers and the participant observer all wrote. To begin, both clients and volunteers interviewed each other and wrote profile sketches to introduce themselves to the group. A class album with the completed sketches and matching snap shots was then compiled.

The second writing project was related to the reading theme of Family Stories. Everyone made a list of things, people or places that were important to them and shared their ideas with a partner. This collaboration helped activate further memories. Next, one idea from this list was selected and expanded upon and again shared with a partner. Finally participants were asked to begin putting their ideas together to create their first story draft. These drafts were then placed in personal folders to be conferenced about, and revised and edited during subsequent classes. This approach is called the ABC's of writing and helped clients set aside their inhibitions regarding spelling, capitalization and punctuation so that their first focus in writing was to commit ideas to paper, and their second to revise their drafts based upon peer feedback, with final attention being given to the mechanics of writing. (For further elaboration of the writing component of the program, including reference material on editing and selected samples of participant's work, refer to Appendix D.)

Each client completed at least one composition which was published in a spiral-bound volume Book Bridges: A Writing Collection, Volume One. This publication was distributed among all members of the group. The final writing focus was on Manitoba experiences to be submitted for possible publication in the Winnipeg Public Library's "Celebrate Literacy" book of Manitoba stories.

Coffee was served following writer's workshop. After coffee break, reading became the focus. Each evening concluded by having participants communicate with the instructor by writing in their dialogue journals.

3. Reading

Strategies. Every second or third class, different types of

children's books or more adult level reading material were introduced. Within this context, several reading comprehension strategies were modeled, demonstrated and subsequently reviewed by the instructor. They are described as follows.

1). Directed Reading-Thinking Activities (DR-TA) (Stauffer, 1975). This technique emphasizes self-questioning, activating topic prior knowledge and making connections with related experiences. The structural elements of story - setting, problem or goal, major episodes and story resolution were also introduced to highlight the kinds of questions to ask. (See Appendix E.)

2). Story Maps and Frames. The construction of story maps and frames was initiated to serve as a heuristic to facilitate memory for stories. These were compiled, first by the instructor with total group participation and then in small group settings, using different selections.

3). K-W-L Plus (Carr & Ogle, 1987). Prior to reading informational text, the following are discussed: 1) What the group already Knows about the topic and, based on this, what the group predicts the selection will be about; and 2) What the group wants to Learn about the topic. Participants then write personal questions to be answered during reading, read the selection, and record what they have Learned. Finally, a semantic map, structured overview, summary of the topic or a main idea sentence is constructed. The value of using K-W-L Plus, especially for reading and learning informational text, was stressed. Other instructional strategies emphasized the kinds of questions to ask when reading for information. (Refer to Appendix E for reference sheet.)

4). Main idea construction. An outline, in which after reading the selection participants first list the topic and important details and then make inferences about the main idea of the selection, was used. (See Appendix E.) The same direct-explicit instruction model, in which the instructor first makes the purpose of the activity clear, then models the procedure and provides for practice and feedback in small groups, was followed.

5) Meaning Vocabulary The need to teach the use of context to establish word meanings became evident from observing clients during guided reading. Too often, they would stop reading altogether to inquire about vocabulary. This caused them to lose the story line. The strategy to keep reading in order to determine word meanings was demonstrated, as shown in the following example in which the connotation for the word feisty can be inferred from rascal. The excerpt, from Sarah Plain and Tall, was illustrated on chart paper.

> ... And Jack was feisty." Jack was Papa's horse that he'd raised from a colt. "Rascal," murmured Papa, smiling,

because no matter what Jack did Papa loved him.

(Page 7)

A list of "Fix-up" strategies was also generated. In addition, clients were urged to put a pencil check beside difficult words so that the meanings could be clarified in a follow-up discussion. These strategies were then practised by the participants under the guidance of the volunteers. (See Appendix E for "Fix-up" strategies and the list of reading selections used for instructional purposes.)

6) Fluency and pronunciation. In addition to the focus on reading comprehension and memory for text, opportunities for developing fluency and English word pronunciation were provided by having participants and volunteers engage in paired or echo reading. New selections were either read aloud in unison or the volunteer would read short excerpts that were then echoed back with the appropriate pronunciation and intonation. (Lists of family stories, fables and folk tales are included in Appendix E.)

7) Beginning reading. An adapted language-experience procedure was followed for the non-reader in the group. Pictures in beginning level books were discussed and the stories read to her. She then retold the story using the pictures as a guide. Her story retellings were recorded and served as the text for further reading.

4. Other Program Activities

In addition to the reading, writing, listening and speaking activities outlined, participants also kept Dialogue Journals. At the conclusion of every class, students and volunteers commented on their progress and the evening's activities. The instructor responded to each of these personally. The advantages of this kind of communication, for those who speak English as a second language, is that the activity provides the instructor with the opportunity to respond with: 1) correct grammatical structure and 2) questions that elicit further commentary. An ongoing personal dialogue with the instructor is established. (Appendix F contains examples of dialogue journal entries.)

RESULTS

Reading

Standardized test. When analysis of variance was carried out comparing pre and posttest performance on the vocabulary and comprehension subtests of the Gates-MacGinitie standardized test, level D forms 1 and 2, participants made statistically

significant gains as measured by the comprehension, but not the vocabulary subtest ($F (1, 26) = 4.53$, $p < .05$). The scores of the isolate, which were impossible to transform into standard scores, were excluded from the analyses, although perusal of Table 2, Appendix A shows that she doubled her vocabulary raw score from 4 to 8.

An examination of individual comprehension subtest scores (refer again to table 2, Appendix A) indicated that four subjects especially (#'s 2, 7, 8, and 13 who improved their performance from 10 to 28 months) seemed to account for the most gains. Seven other subjects, encouragingly, made from 5 to 9 month gains in the course of the 2.5 month program.

Informal reading inventory (IRI). Standardized reading tests sample a limited range of achievement. Given the program's mandate to increase performance on a broad range of areas related to literacy and communication, an informal reading inventory was also administered. The IRI encompasses a variety of reading behaviors. Subjects read words in isolation which are presented in lists, graded according to difficulty level. In this case the word list from the McCracken Standard Reading Inventory (1966) was used. The ability to recognize words when more context is provided is then measured by having a series of graded passages read aloud. Finally two comprehension performance scores are obtained. Subjects: 1) retell the story - (the story retelling is measured by comparing the subject's retelling to a scoring template that identifies each of the ideas present in the story); and 2) answer a number of comprehension questions that require the subject to remember information that was specifically stated in the text; make inferences; and evaluate what was read (calculated in terms of a percent). The clients' responses both in retelling the story and answering the questions may also be used to indicate language proficiency.

The IRI is administered individually. A number of volunteers, who had completed or were about to complete post-graduate work in reading education, administered the IRI's first as pretests at the beginning of the program following orientation, and then again at the next to the last class, as posttests.

There are a number of limitations that prevent the IRI results obtained in this evaluation from being analyzed statistically. These include the following:

1) Children's literature selections, which have more task authenticity and were deemed less threatening to participants than isolated reading passages, were used. Due to time constraints, books were at representative rather than sequential levels. The reading levels of the books employed were 1, 3, 6, and 8, respectively. (See Appendix G for IRI instructions and

question items.)

2) Examiners are required to make a number of subjective judgments when administering an IRI. Based upon the subject's performance on the word list, the examiner decides first, at what level to begin the passage reading; and second, based on that performance, whether to proceed with an easier or a more difficult selection. This decision is based not only upon word recognition performance, but also upon comprehension. Thus even though the client may have experienced relatively little difficulty in decoding the words, if the client is not able to remember what was read as evidenced by the retelling or is unable to answer 50 to 75 percent of the story questions, testing is discontinued. Complete and comprehensive information may not have been obtained on all IRI measures on all participants. (See Table 3, Appendix A.)

It is nevertheless still useful to examine the results of the IRI assessment to complement the findings and interpretation of standardized test findings.

Word recognition. Four clients (#'s 2,3,8 and 9) made substantial pre to posttest gains in their ability to unlock words presented in isolation, moving from being competent at level 4 to being competent at level 6, from level 3 (2) to level 6, from level 3(1) to level 5 and from level 1 to level 3(1), respectively. This suggests that in addition to making gains in comprehension as measured by the standardized test, clients also increased their skills in terms of word recognition.

Comprehension. Even though the statistical analysis of the standardized test results indicated overall gains in terms of comprehension, a perusal of individual scores showed that some clients simply maintained their performance levels. This seemed to apply in particular to clients in the first cluster (Table 2), who appeared to be in a confirming stage. When the post program differences in reading comprehension levels as measured by IRI questions and retelling scores in this group were examined, however, positive gains seemed to have be made by client #'s 2 and 3. While information was not available for clients #'s 1 and 4 because of a faulty audiotape, the retelling score for client # 5 at level 3 increased from 13.5 to 38 out of a possible score of 50. An analysis of her pre and posttest IRI retelling protocols showed that her posttest retelling was better organized, contained more detail and was more succinct, suggesting that she had internalized a framework for enhancing her memory for stories by naming the characters and the problem first. (See Appendix A for retelling protocols.)

Interesting gains in comprehension performance as assessed through IRI questioning and retelling scores were also made by clients in the second cluster, especially clients 7, 8, 9, 11, 13

and 14, who successfully read and understood selections at the next highest level. Client # 12 was absent for both IRI testing periods.

The IRI results supplement and confirm the standardized test results that indicate participation in the program increased clients' reading achievement performance, not only their word recognition and comprehension, but also their memory for text.

Participants' View of Self as a Reader. Data obtained from the Dialogue Journals, mid-program and final Goodman-Burke reading interviews all support the efficacy of the program. Clients seemed to grow personally and to have better images of themselves as learners.

As reported in their dialogue journals, clients appreciated the opportunity to participate in the program. The following responses selected at random are typical:

> I am enjoy my class. I speak with my teacher about the stories of book. The most important for me is to speaking with everybody about the stories and I try to remember a new word;
>
> I found the books you used today easier for me to read and understand. My daughter is love the story Good Night Moon; and
>
> I say thank you for your class and I appreciate your participation with us.

Comments from the mid-program interview indicate that:

1) whereas clients never read before, they were reading more because of the program;

2) they knew more steps to tell the story ("Before I didn't know how to think to tell the story");

3) they believed that mapping helped ("First mapping was hard. Now I do mapping and it feels good."); and

4) they reported that stories were easier to remember now..

Clients were also overcoming their inhibitions to reading. One client refused to take home the chapter book Sarah Plain and Tall, even though she had read the book in class during a "paired reading activity". When questioned about this at the subsequent class, she responded that she didn't think she could read such a long book by herself. This participant had lived on Canada for 16

years.

Client responses randomly selected from answers to the Goodman-Burke Reading Interview administered at the conclusion of the program indicate positive perceptions regarding reading achievement.

In what ways do you feel you are a better reader now that you are at the end of the Book Bridges program ? How do you think your reading has improved?

> I find reading easier because I understand the meaning of the words better. I have more confidence. I recognize the sounds of the letters better.
>
> I learned new words.
>
> I am reading more now than before.
>
> I can read more difficult material now.
>
> When I took the first book I tried reading it many times. Now I have so many strategies on how to read. I think that I've improved because I read so many books.
>
> In the beginning of this program, I have difficulty to stay with the understanding of the author's thought. Now I'm enjoying reading, and my vocabulary improved. Writing the story also improved my spelling.

In addition, as evidenced by the number of suggestions participants made in the postprogram interview to help "someone they knew who was experiencing reading difficulty", participants learned a number of strategies to enhance their reading proficiency. These included:

- look in the dictionary;
- read with the person;
- have the person repeat things to me;
- listen to a reading cassette;
- read together;
- teach the alphabet sounds;
- show new words;
- write new words;

- read more books and newspapers;

- study in class;

- work on pronunciation;

- try to understand by reading the whole thing first; and

- get them to write down questions (helps them understand more clearly).

Writing and Speaking

Participants' view of self in regard both to writing and speaking, as shown by their responses to the mid-program interview, indicated that:

- it was very important for them to write;

- collaborating during writing was good;

- writing makes you learn the words;

- writing used to be hard, but now I am feeling much better about writing;

- practice helps; and

- writing stories is good for me.

In regard to speaking, participants noted that:

- I am not so shy to speak English now.

- Speaking and writing are better.

An anecdote related by one of the participants supports the increased speaking confidence developed in the **Book Bridges** program. Her husband had a job interview. In discussing the upcoming interview with her, he noted that he would require an interpreter. She told him that she would make the necessary arrangements. On the appointed day, when he asked where the interpreter was, she proudly announced: "I am the interpreter!" You will be happy to know he got the job!

A perusal of the Book Bridges: A Writing Collection (Volume One) suggests that the writing of program participants was successful. The writing of three participants was chosen by a library committee for publication in Memories of Manitoba, a literacy year project of the Winnipeg Public Library.

Value of the Program to the Children of Participants

Comments during the mid-program interview indicate that participants found the program benefited not only themselves, but also their children.

> "My children get excited when I read to them."
>
> "Reading is a very good experience for the kids at night."
>
> "My son likes reading. He reads all the books I take home."
>
> "My little girl didn't understand before. She was bored and didn't want to listen. She has more interest now."

One client explained that initially her children did not like her to read to them in English. They would ask questions about the pictures and discuss them in Spanish. They now talk about the pictures in English. While previously the client's 4 year old daughter knew only a few single word utterances in English, the week before her daughter had surprised her by speaking to her teacher for the first time in English using a complete sentence.

Summary

The feelings of the group as to the value of the program, both for themselves and for their children, were captured in a closing address by one of the participants who had been in Canada for 23 years and whose native language was Portugese.

> I just want to say a few words, in the name of all of us, about this program and what it meant to me, and I hope to you, too.
>
> It has made me more confident. I've learned a lot from the program. I can write better, read, and even speak better, and it has made me think of the future, but not only the future, but the past. I think if we had had programs like this before, maybe immigrant women would have a better chance for better jobs.
>
> One thing that I noticed is that the program didn't only help us but our children. Since I started this program, I noticed that my daughter has gained an interest in reading. The first thing she says as soon as I get home is, "How many books did you bring?" And she always reads them all. You may think this is not a big deal. It is for me because Paula did not care about reading and now I see my daughter pick up a book to read. Like I say, the program was not only good for us, but also for our children too. I just hope that we will not forget what we learned in the class.

Conclusions and Discussion

When the language arts-based instructional procedures were assessed in relation to literacy skills, self-esteem and personal growth, the first phase of the **Book Bridges** project was overwhelmingly successful. Clients were not only reading more, but had improved comprehension and memory for text. They were more confident as learners and found reading to their children beneficial. An unobtrusive measure of the value of the program to participants was that 37 people attended the orientation for the second program, Wednesday, January 16, 1991.

One reason that the program was so successful was because of the collegial atmosphere established. Learning takes place within a social context. When learners feel comfortable and supported, they use more language and take greater risks, thus facilitating learning. A bridge is provided to link the cognitive and affective domains. Barriers which may normally be created by language and cultural diversity are diminished.

In the **Book Bridges** program, students were able to see both the instructor and the consultant as well as the volunteers modeling their own reading, writing and learning. The instructor and volunteers responded with genuine interest, valuing the worth of each individual. The realization that both the literature themes and the humanity of the story characters were universal also forged a common bond among participants, reducing anxieties as the women understood that we were not so different after all. Another feature of the program that led to its success was that participants also had the opportunity to make personal choices regarding what books to take home, and what topics to write about.

While the results of the standardized reading test suggest that the comprehension performance of the group as a whole increased significantly, results were somewhat disappointing in terms of vocabulary growth, which was non-significant. This may be an artifact of the test which is narrow in focus. A second concern was the lack of appreciable comprehension gains for some of the participants, especially those in the first cluster (refer to Table 1). This may be due to the children's literature component of the program and the emphasis on reading to children for practice. If the children were preschoolers, the picture book material may not have been challenging enough. An alternate explanation may be that those with older children did not read enough at home because their children read the books independently. Performance may also be related to number of years of schooling before coming to Canada.

The distinction between basic interpersonal communication

skills (BICS) and cognitive/academic language proficiency (CALP) (Cummins, 1984) seems relevant here. The women in the first cluster had been in Canada the longest. They were fairly comfortable conversing about and responding to the books in English. The measurement tasks were more cognitively demanding, however. There was essentially no context to facilitate meaning-getting in the subtest that measured vocabulary, for example. In addition, while the story retelling was embedded in meaning, story recall for the novice is an extremely demanding task in terms of cognition and memory. High performance levels may depend upon years of schooling or degree of competence in one's own language. A literacy program of longer duration may be required. The Junior League may need to recognize that given the time constraints associated with 60 hours of instruction, it can offer only a basic, as opposed to a high level, literacy program. The Junior League may wish to lower its expectations and decide that the major objective of **Book Bridges** is to develop learner confidence and prepare participants for entry either into more specific job training programs or more advanced literacy programs that offer standings and diplomas.

Recommendations

Discuss and clarify the objectives of the **Book Bridges** program. Decide whether the primary focus should be on:

a) enhancing the relationship between mother and child through the enjoyment of literature, providing an entry level literacy program or

b) upgrading the literacy skills of relatively more advanced adult learners, or

c) both.

In addition to this fundamental recommendation, a number of program specific recommendations based upon the evaluation of the first program were made and acted upon during the second program, February to April. These are listed as follows:

1. Increase emphasis on the development of a meaning vocabulary. While several studies indicate that students can acquire word meanings incidentally through wide reading (Jenkins, Stein & Wysocki, 1984; Nagy, Anderson & Herman, 1987), this program is relatively short. More direct emphasis on vocabulary is in order. Therefore,

a) On their reading response logs sheets, have participants record the new or puzzling words that they encounter in their home reading. These words are to be discussed with the volunteer and instructor during literature circle; and

b) To ensure that students are responding in writing to the selections they read at home, collect the reading response log sheets each class.

2. Differentiate more among the ability groups. That is challenge the more able students with more difficult reading selections. It may be, however, that future program emphasis should be at the basic interpersonal level. Participants who wish to further their cognitive/academic competencies could then be counselled into more intellectually challenging, certificate-based programs.

3. For future prescreening, consider using a published informal reading inventory (IRI), that has shorter selections and passages at each successive grade level. Evaluate the efficacy of this screening change.

An evaluation of the aforementioned program specific recommendations carried out in the second phase of the project follows.

Outcomes and Recommendations, Phase Two of the Program

1. Meaning vocabulary development. Participants in phase two of the program were asked to record difficult words on their reading response logs and discuss them during literature circle. Reading response logs were also collected each week.

As indicated by a comparison of pre and post vocabulary subtest scores on the Gates-MacGinitie standardized test, efforts to influence vocabulary growth more directly in phase two of the program were unsuccessful. Although some participants increased their scores, group gains were nonsignificant. Whereas: 1) the vocabulary subtest of the Gates-MacGinitie standardized test is devoid of context; and 2) wide reading is the single best way to enhance vocabulary development and over a longer period participants would be expected to show measureable growth in vocabulary, it seems logical to conclude that two factors, the validity of the vocabulary assessment task and program length account for these results.

Recommendation

Discontinue the use of the Gates-MacGinitie vocabulary subtest in future **Book Bridges** programs. Instead evaluate vocabulary growth more informally, through IRI questions, for example.

2. Challenging more able students. Participants identified as having higher literacy levels in the prescreening were challenged with more difficult reading material early in the

second program. They experienced extreme difficulty with both more complex English syntactic structures and idiomatic expressions. Reading more difficult material seemed to provoke high levels of anxiety. Lengthy discussions were required in order to clarify ideas. It seems more realistic to offer reading at confidence building levels where participants have an opportunity to apply the instructional reading strategies successfully before being required to risk self by reading higher level material.

Recommendation

Build learners' confidence with material matched to their independent reading level before challenging participants with more complex reading selections at their instructional level.

3. Use of a published informal reading inventory (IRI). In contrast to actual books, The Bader Reading and Language Inventory was used for screening participants in phase two of the project. One of the difficulties associated with the IRI is that it must be administered individually. Large numbers of volunteers as well as private space are required in order to conduct the testing. Space at IWECS is limited. Thirty-seven potential clients attended the orientation at which the prescreening took place, placing undue strain on resources.

A further drawback in regard to the Bader test is that the difficulty levels of the passages appear uneven. That is, some lower level passages appear more difficult than passages at higher levels. Some clients experienced difficulty with low level passages only to perform successfully at higher levels.

Recommendations

a) Discontinue the use of the IRI as a prescreening device. Substitute a cloze or maze test which may be administered to the total group.

b) Request that the volunteers, who assist potential participants in completing application forms, make notes recommending acceptance to the program based upon their overall impression of the candidate's English communication skills.

c) Continue to administer the IRI during the second and final week of the program because of the diagnostic information and record of progress provided. Only 16 need to be administered.

An examination of standardized test performance scores from phase two of the project (Appendix H) indicates that many clients

made substantial gains. These were clients who practiced reading at home. Many of the clients who simply maintained performance levels were enrolled in training programs at other institutions during the day. They had only limited time to practise the specific reading strategies emphasized in the **Book Bridges** program.

Recommendation

That in addition to English language facility and reading achievement levels, when selecting candidates for the program give preference to candidates not enrolled in other literacy or job training programs.

III. COSTS AND BENEFITS

Program benefits may be evaluated not only in terms of gains in participant achievement and self confidence, but also in terms of the benefits of the program to the children of participants and to the volunteers. These are explored in the following section of the report. The paramount question in regard to cost effectiveness, however, is:

Could the same program benefits be obtained for less cost?

BENEFITS

Participants and Their Children

Overall, the program was beneficial for participants in terms of enhanced literacy skills, increased self-esteem and learner confidence. Judging from client responses regarding the value of the program for their children, results indicate that participants found reading together with their children was enjoyable and rewarding. The question of whether participants grew as members of the community and whether the program increased the educational aspirations of their children awaits long term follow-up.

Volunteers

Volunteers were asked to complete an evaluation form that was based on the benefits forseen in the program proposal. (Refer to Appendix I.) Six volunteers responded, five in writing. Based upon these responses, it was suggested that the most beneficial aspect of participating in the program as a volunteer was firsthand knowledge regarding the hardships endured by immigrant women. Volunteers also felt that it was personally reinforcing to work with the same people each week. In regard to increased knowledge, Junior League volunteers found that:

> [**Book Bridges**] was an educational experience - to hear about [participant's] lives in their previous country and how difficult their day to day lives are in Canada [increased my understanding].
>
> [Learning about the lives of the women]... was a real eye-opener and the most meaningful part of the program. To get to know new immigrants on a one to one basis rather than as names and newspaper statistics increases vastly one's awareness of the problems they face and the determination with which they try to achieve their goals.
>
> The women in the program were "special people" who were determined to master reading and writing in English.

A reciprocal relationship also existed. One volunteer reported:

> I found the program also provided an opportunity to dispel myths about our country as well as a time to explain parts of our cultural heritage... .

For the volunteers who responded to the survey, actually working with the women, sharing their own enthusiasm for reading, and helping to upgrade the English literacy skills of the women were most rewarding. Volunteers found they did have an opportunity to teach and counsel participants.

> Whether I was [working one to one or one to three], it proved to be an interesting challenge. As usual, I found it much more of a learning experience for me... I only hope the participants in some small way as well.
>
> At times you could <u>see</u> and <u>hear</u> results. Plus it was very gratifying to see the extremely motivated individuals gain so many literacy skills in such a short period.

One volunteer told about driving a participant to a lab so that she could volunteer as an assistant. The client was a qualified laboratory technician in her own country. Another found the teaching and training received was "superb". One volunteer commented that:

> Each session proved to be unique and meaningful. In fact [**Book Bridges**] has been one of the very few volunteer experiences I have had where I eagerly and consistently looked forward to my commitment.

An additional benefit for some of the volunteers was the

fellowship provided in meeting the instructor and other volunteers.

At the conclusion of the first phase of the program, all participants, including the instructor and the consultant, were reluctant to discontinue meeting. No one at that time, however, was able to free up time so that participants could continue meeting as a study group. At the conclusion of the second phase of the program, one volunteer was so enthusiastic that she made arrangements to continue meeting weekly with the group.

Volunteer Concerns

One volunteer felt that she would have benefited more in regard to instructional training if she had participated in both phases of the program. Others found the volunteer orientation overwhelming. Once they were actually working with the women, however, misgivings about teaching inadequacies were dispelled. It was suggested that the number of tasks presented at the orientation might be reduced and opportunities provided to practise some of the strategies.

Volunteers surveyed stated that they were not really involved in the research, planning and purchasing aspects of the program. While originally the plan was that Junior League volunteers would be trained to administer and transcribe the IRI screening information, time limitations in September prevented this from happening. Now that the program has been delivered twice and the tasks associated with research and purchasing more clearly delineated, some Junior League members may wish to volunteer in these areas.

One other recommendation by a volunteer was that, as a commercial venture, the Junior League absorb the cost of publishing and marketing the instructional strategies associated with the program.

COSTS

Bookmates (Administration)

In the original budget, a total of $3,260 was donated to Reading Partners/Bookmates Inc. This cost can be totally eliminated from future program budgets because, with the demise of Winnipeg core-area initiative funding, the focus of Bookmates has changed: From a program managed by a full-time executive director who matched preschoolers on a one-to-one basis with a volunteer, to a more cost effective program in which members of various ethnic groups will attend three consecutive Saturday

sessions to learn why reading to their preschoolers is important. Focus will be on how and what to read to children, as well as on writing to enhance the development of reading. Members of the various ethnic groups will be trained by a part time educational coordinator to deliver the parent workshops in their own language.

With the new focus at Bookmates, the position of executive director will be eliminated. As described above, a program co-ordinator will be employed part-time to organize the program, and train workshop presenters and volunteers. A part-time secretary will assume administrative responsibilities. While Bookmates was instrumental in the implementation of the **Book Bridges** project, when it became operational **Book Bridges** functioned with a minimum of input from Bookmates. Bookmates is still very interested in the **Book Bridges** project and could be kept informed through the Junior League representative on its board. The question of managing the **Book Bridges** program still remains, however.

Recommendations

a) That the Junior League establish a special **Book Bridges** subcommittee of its committee on Community Research and Development.

b) That this subcommittee administer and manage the **Book Bridges** project.

c) That the chair of the **Book Bridges** subcommittee act as a liaison between the instructor and the consultant.

d) That the chair of the subcommittee report to the governing Community Research and Development committee at regular, predetermined intervals.

Program Consultant and Evaluator

A total of $3,000.00 was placed in the budget to cover the release time costs from one 3 credit course from the University of Manitoba to enlist the services of a program consultant and evaluator. The actual amount spent was $2,889.50.

Having a member of the **Book Bridges** development team carry out a formative evaluation of the first phase of the project was appropriate. A more objective assessment of the program is required in three or four years time when the Junior League is ready to make decisions about program continuation or expansion.

Recommendation

Employ an independent resource person to conduct a summative evaluation of the project, to be completed either in March of 1993 or 1994.

Although **Book Bridges** offers direct service to women and indirect service to their children, funds should be set aside to assess the impact of the program upon the children of the participants: if they are preschoolers, in terms of effects on language facility and knowledge of the form and function of print; and if they are school-aged children, in terms of program effects on reading and writing achievement. Information obtained from investigating the impact of the program in these areas would provide valuable feedback regarding the nature and thrust of the **Book Bridges** program itself, which is important for future decision-making.

Recommendation

That Junior League reserve funds in next year's **Book Bridges** operating budget to evaluate the effect of the program on the children of participants.

There are administrative costs associated with conducting research and evaluation. For the first phase of the program, these costs were covered by Bookmates.

Recommendations

a) That the costs of duplicating materials and purchasing published tests be provided for in the next **Book Bridges** budget.

b) That a research assistant or volunteer be employed to help collect data and transcribe audiotapes.

Program Instructor

The salary paid to the program instructor for each phase of the program was $3600.00. Monies for this salary were set aside before the number of program hours was finalized. The salary was derived from union rates for graduate student instructors in university level courses using the current rate paid to an instructor for teaching a 35-39 hour course, which is $2889.50. Even with pro-rating, the salary paid to the instructor for phases one and two of the project was insufficient because the instructor had an advanced degree.

The success of any **Book Bridges** program depends upon the quality of instruction. In addition to planning and delivering

the program, the instructor has the additional responsibility of training volunteers, choosing books, and adapting instruction to meet learner needs.

Recommendation

That, at a minimum, the current salary level for program instructor be maintained.

Learner Supports

Babysitting and bus fare. For each phase of the program, $3,520.00 was set aside for learner support. Support was available in two areas: for babysitting and bus fare. These monies could be applied for by needy participants through their counsellors at IWECS. The policy of paying learner support monies, if learner's would otherwise be unable to attend literacy classes, is well established in programs supported by Education Manitoba's literacy office (Gaber, 1991).

The actual amount of money paid out in the first phase of the project for:

1) babysitting was: $725.00.

This represents a rate of $3.00 per hour, with participants being reimbursed for 3.5 hours each evening (which included travel time), two evenings a week for ten weeks. The cost of providing this service for one participant amounted to $210.00, so that potentially 3.45 clients were reimbursed for babysitting costs in the first phase of the program. The amount spent in phase 2 of the project was $1,722.00.

Which clients were in need of receiving this type of support was determined through the counsellors at IWECS. IWECS also helped participants arrange for babysitters, which was a valuable service. Participants were required to produce signed receipts for services.

2) bus fare was: $120.00.

With 10 tickets costing $10.50, and clients requiring 40 tickets (2 per evening, 2 evenings a week for 10 weeks), the cost per client would be $10.50 x 4 = $42.00. Approximately 2.8 clients received bus fare during the first phase of the program.

The **Book Bridges** project has a mandate to thwart the self-perpetuating cycle of poverty, underachievement and illiteracy that so often characterizes inner city communities.

Recommendation

That the policy of providing learner support money be continued.

Books

The amount budgeted for books was $5,000, or $2,500 for each phase. The amount of money spent on books for the first phase of the program amounted to $2,097.85, which would seem to fall within budget limits.

The provision of books is an essential component of the program. Books must match the reading achievement levels of the participants. In the initial phase of the program, the instructor went to great lengths to ensure that the books purchased met this criteria. Accordingly, she deferred the purchase of books in the beginning until the diagnostic information regarding the reading achievement levels and interests of the participants was assessed. Books from the Winnipeg Public Library were used in the interim.

To keep costs down, paperback editions of the literature selections were employed almost exclusively. In the case where paperbacks were unavailable, hard cover books were purchased. Because of their relatively high cost, these editions were saved for use during instruction in subsequent phases of the program. No hard cover books were placed among the books for selection when participants chose their 10 home library books.

Additional savings were made by purchasing books in bulk from Blue Frog Book Distributors and from Canadian News. These discounts amounted to substantial savings, ranging from 20 to 25 percent. A number of books remain for use in subsequent programs.

Money expended in building the home libraries of the participants seems well spent in term of potential benefits to both the clients and their children. It is in reading and rereading the same book that understanding is increased and language developed. The cost for building home libraries works out to be approximately $1,050.00 per program (15 participants x 10 books per participant x $7.00 per book).

Even though **Book Bridges** already possesses a store of books for instruction, the need for books varies according to the reading achievement levels and interests of the clients. Across programs, emphasis may need to change from picture to chapter books, for example. Another variable is the age of the participants' children. Different books are required for home circulation, depending upon whether the children are preschoolers, primary, intermediate or middle school students. More informational books are required. Approximately $2,100.00 is

needed to sustain the home library component of the program, while another $1500.00 needs be set aside to maintain the supply of books for instruction and home circulation.

Recommendation

That in future budgets, a substantial sum of monies be set aside for books.

Postage and Photocopying of Materials

The amount expended on these kinds of administrative costs for the first phase of the project amounted to $194.83. It seems advisable to continue to budget this or an even larger amount because the success of the program depends upon handouts for both participants and volunteers. In addition, to make the writing projects authentic, it is necessary to publish the stories of the participants. Costs associated with publishing include: The classroom album (photocopying and pictures); and the Book Bridges Collections.

Learner Supplies and Secretarial Services

A number of additional costs arose in relation to learner supplies. These included:

1) Scribblers to use for dialogue journals;

2) Pocket folders for keeping successive writing drafts; and

3) Duo tangs for keeping handouts regarding reading strategies and reading response logs. The participants experienced great difficulty handling the duo tangs (supplied by IWECS)in the first program. Three ring binders were used for the second program. These were purchased with Junior League funds.

Secretarial services. In regard to the writing of the participants, the program instructor assumed responsibility for typing successive drafts and final compositions and binding these into volumes. She did this because in the process she was able to learn more about the progress of participants. Another instructor might not possess a computer nor be inclined to carry on this tradition. Monies may have to be set aside in the next budget for secretarial services. One of the volunteers recommended that the secretarial support be supplied on a volunteer basis.

Recommendation

That an adequate amount be provided in subsequent budgets for postage, photocopying, learner supplies and secretarial services.

Refreshments

The sum of $300.00 was set aside for refreshments. Attractive and nutritional snacks were provided for the first program offering. These included muffins and cheese cubes along with finger fruits such as grapes, and coffee, tea, and/or fruit juices. The Junior League volunteers often absorbed some of these refreshment costs by bringing their own baking. The amount spent in the first phase of the project was $259.99.

Participants also liked the food. Many commented upon the refreshments in their dialogue journals. It seems that attractive refreshments serve a much-needed social function. When in the second phase of the program, refreshments were inadvertantly forgotten, one participant offered to bring the food the next evening.

Members of IWECS disliked the provision of snacks in the **Book Bridges** program. There were other classes in attendance for which no snacks were provided. It was agreed that only store-bought cookies would be used as a snack in the second program. Members of the Junior League and the program instructor found that this compromise detracted from the quality of the second phase program. In terms of costs, the amount spent on cookies as refreshments was essentially the same, but lacking in terms of nutritional value.

Recommendations

a) If the **Book Bridges** program is to continue to be housed at IWECS, renegotiate the issue of refreshments.

Based upon the amount of money used in the second program offering, $300.00 seems to be a reasonable amount of money to budget for refreshments.

b) Continue to set aside $300.00 as a refreshment allowance for each program in the second year of **Book Bridges**.

Comparison of Actual with Budgeted Costs

As indicated in the accompanying table which documents expenditures in phase one and phase two of the program, monies expended for administration, instruction, research and evaluation matched the amounts set aside in the proposed budget, while books

BOOK BRIDGES
BUDGET
1990-91

Total Amount of Funding $26,000

Item	Amount Budgeted	Amount Spent		
		Phase 1	Phase 2	Total
Books	$5,000.00	$2,097.85	$1,095.51	$3,193.36
	Amount Budgeted	Amount Spent		
		Phase 1	Phase 2	Total
Administration (to Bookmates)	$3,260.00	$2,174.00	$1,086.00=	$3,260.00
	Amount Budgeted	Amount Spent		
		Phase 1	Phase 2	Total
Instruction	$7,200.00	$3,600.00	$3,600.00=	$7,200.00
	Amount Budgeted	Amount Spent		
		Phase 1	Phase 2	Total
Research & Evaluation (Program Consultant)	$3,000.00	$2,889.50	-------	$2,889.50
Learner Supports	$7,040.00			
Babysitting		Amount Spent		
		Phase 1	Phase 2	Total
		$725.00	$1,722.00	$2,447.00
		($3.00 hr. x 3.5 hrs. per evening x 20 evenings = $210 per person x 16 participants = $3,360)		
Bus Fare		Amount Spent		
		Phase 1	Phase 2	Total
		$120.00	$210.00	$ 330.00
Miscellaneous, Postage photocopying		Amount Spent		
		Phase 1	Phase 2	Total
		$194.83	$509.89	
			$ 61.20 (IWECS)	$ 765.92
Refreshments		Amount Spent		
		Phase 1	Phase 2	Total
		$259.99	$300.00	$ 559.99
TOTAL	$25,500.00	Phase 1	Phase 2	Grand Total
		$12,061.17	$8,584.60	$20,645.77

Average $1032.89

Note: Minor discrepancies between these figures and those shown in the Junior League's treasurer's report are because accounts were submitted for audit before all expenses associated with Book Bridges had been sent in.

BOOK BRIDGES
Draft Budget
1991-92

Books		
For use in program	$ 750.00 x 2 =	$1,500.00
To build home libraries	$1,050.00 x 2 =	$2,100.00
	Total	$3,600.00
Instructor's Salary	$3,600 x 2 =	$7,200.00

Research & Evaluation

	Year 2	Year 3
1)	For research assistant to transcribe & evaluate language samples (16 participants x 4 hours x $12.00 per hr.) = $768.00	Independent evaluator = $2,900.00
2)	For evaluating the progress of children 16 families x 2 hrs. per family x 3 (pre, mid, post program assessments) x $12.00 per hr.) = $1152.00	
Total	$768 + $1152 = $1,920.00	$2,900.00

Honorarium for Multicultural Workshops 2 @ $250.00 = $ 500.00

Learner Supports

1) Babysitting ($3.00 hr x 3.5 hrs. per evening x 20 evenings = $210 per person x 16 participants = $3,360 x 2 programs) = $6,720.00

2) Bus Fare [16 participants, 2 tickets per evening x 20 evenings = 640 tickets @ 10 tickets for $10.50 64 x $10.50 = $672.00 x 2 programs = $1,344.00]

3) Postage, Duplication of Material, Computer Paper, Test Materials $500 per program = $1,000.00

4) Learner Supplies Dialogue journals (32 x .75 = $24.00) + Writing folders (32 x .50 = $16.00) + Loose leaf binders (16 x $3.50 = $56.00) = $96.00 x 2 = $ 192.00

5) Secretarial Services = $ 900.00

Refreshments $300 per program = $ 600.00

TOTAL Year 2	TOTAL Year 3
$23,976.00	$24,964.00

and refreshment costs closely approximated budgeted amounts. Where the greatest discrepancies lie is in learner support monies. In comparison to phase one, babysitting and bus fare costs were substantially increased during phase two. Participants in phase two of the program did not seem that much more needy than participants in phase one.

Participants were advised regarding the availability of learner support monies through IWECS.

Recommendation

a) That the Junior League assume total control over the dissemination of learner support money and set up guidelines regarding eligibility.

b) That a Junior League representative, accompanied by respective interpreters, be present at program orientations to explain the learner support policy and dissemination procedures.

Proposed 1991-92 Budget

A draft budget, for 1991-92, is shown on the accompanying page. In it, the instructor's salary has remained constant, and money has been set aside to gather data regarding the benefits of the program for the children of the participants. It is proposed that monies for a summative program evaluation be held in abeyance until year 3 of the project.

Cost Effectiveness

One way to evaluate the efficacy of a project, as suggested by the question at the beginning of this section, is to relate actual costs to the benefits gained by those who participated. **Book Bridges** had three constituents: The clients, themselves; their children; and the volunteers. To establish the relative costs associated with the delivery of each phase of the program, the total costs of offering two phases of the project were averaged. Average program costs, as shown on the accompanying page (29a) were $1,0322.89, while the average number of participants was 16. The number of children indirectly involved in the first phase of the project was 24, with 16 serving as volunteers.

When the value of the program for 16 participants was related to average program costs, the actual cost of the program per participant equaled $645.18. In terms of costs per hour, this amounts to $10.75.

Additional benefits accrue for the children of the participants. When the program dividends include both the clients and their children, assuming there were 24 children benefiting, the actual cost of the program is reduced to $ 26.88 per person, while hourly costs are reduced to $0.45.

The program was a source of satisfaction for those who volunteered. When volunteer benefits are factored in with benefits for participants and their children, the cost of the program amounts to $1.68 per person. Calculated in terms of hours, the rate is $ 0.03. Given the social benefits for participants, the **Book Bridges** program is cost effective.

III. PROGRAM MANAGEMENT

A number of questions and concerns arise in terms of managing the **Book Bridges** program. Key issues described in this section involve:

1. the program target group
2. housing the program
3. program duration
4. volunteer procurement and training
5. program orientation and assessment
6. refreshments and
7. publicity.

These issues need to be discussed by all stake holders.

Recommendation

That members of the Junior League executive and the community research committee meet with the other program constituents, the program evaluator, the previous and future instructor and representatives of IWECS to discuss and resolve how they should be managed in the second year of the project.

Target Group

Members of the original planning team believed strongly that participants should be highly motivated and committed to enhancing their literacy skills. Unlike many literacy programs

that are "drop-in" in nature, **Book Bridges** is a highly structured program that is offered for a set number of weeks and has a beginning and an end. This may suit some members of society at large and members of some cultural groups more than others. The Junior League must decide whether or not to continue providing service to the current client group or to change its focus to assist:

1) those who have low literacy levels because they dropped out of school early (A question raised by one volunteer who wondered whether the program was really structured and intended for those learning English as opposed to those learning to read.) or

2) those who did not have the schooling opportunities enjoyed by many, aboriginal peoples, for example.

While the instructor and the consultant found that the program developed for the first client group had to be modified to meet the needs of the second client group, providing instruction for a totally new client group may require and inordinate amount of effort at this stage of the project.

Recommendation:

That **Book Bridges** continue to provide instruction for women who are not comfortable about their ability to read and write in English.

Housing

There have been many difficulties associated with housing the program at IWECS, including the limited space and lack of security in terms of storage. One of the difficulties is that IWECS offers a number of evening programs that prepare women to enter or re-enter the work force. **Book Bridges** is only one of these. There is competition for space. In spite of the territorial infringements on IWECS made by **Book Bridges**, when the concerns of the instructor were communicated, IWECS made a concerted effort to facilitate the delivery of the program. The **Book Bridges** instructor also made concessions. In lieu of adequate storage, for example, Bookmates provided a luggage cart to facilitate the movement of materials.

The advantages of remaining with IWECS include: 1) the central location; 2) the provision of referral services; 3) making contacts with participants who have been accepted into the program; and 4) the arrangement of babysitting services for clients. In the future, to assist in realistic career counselling, **Book Bridges** might also share program performance results with IWECS counsellors, in the presence of the client.

Recommendation

That **Book Bridges** remain housed at IWECS.

Program Duration

The participants, themselves, as well as the volunteers and the instructor, felt that substantial gains were beginning to be made when the 10 weeks of instruction was up and the program was terminated. There was a general feeling among all participants that the duration of the program should be extended, perhaps to 15 weeks. Some participants continued to meet with one of the volunteers at the conclusion of the second program.

Approximately 4 hours of the 60 hour block currently being offered is taken up with measuring client progress, with one class being reserved for closing exercises. The results of the reading achievement assessment for the second program, considered in conjunction with the results of the first program assessment, suggest that the use of the vocabulary subtest of the standardized test is inappropriate. Although discontinuing this measure would reduce testing time by 1 hour, continuing to monitor student progress as one form of evaluating the efficacy of the program seems advisable. If cloze or maze testing were to be introduced as a screening measure, program time would also have to be set aside to repeat this measure as a posttest. It seems only realistic to assume that measuring student progress requires approximately 4 hours of instructional time.

A number of problems arise when considering the extension of the program. These include increased time commitments on the part of the volunteers, increased instructor input with corresponding increases in instructor allowance, and the need for increased learner support monies. Negotiations would also have to be carried out with IWECS to extend their commitment regarding housing the program.

In examining the progress of participants in the second program, it is evident that those participants who put the most effort into reading on their own, at home, made the most gains. Other participants were unable to invest much of their free time reading extensively because they were also taking training courses during the day. It may be that the current duration of the program is adequate in terms of striking a delicate balance between investment and profitable return.

Recommendation

That the issue of extending the duration of the **Book Bridges** program be examined.

An associated question is whether to offer more than one **Book Bridges** program at the same time. An afternoon program might be conducted concurrently, for example. Extra funding for such a program might be obtained from the office of the Secretary of State or from the private sector. The Junior League could sponsor a noon hour program at a manufacturing plant which employs large numbers of immigrant employees. Considerable demands, however, would be placed upon current resources, both personal and monetary.

Recommendation

That the Junior League consider setting up a special committee to explore the feasibility of establishing a collateral noon hour or afternoon program that would be supported by government, business and/or industry.

Program Orientation and Assessment

The **Book Bridges** program followed the pattern established by many programs offered at IWECS. That is, notices advertising the program are posted and interested persons invited to attend an orientation evening which is held, at minimum, two weeks before the beginning of the program. A presentation outlining the nature of the program is made. Those wanting to participate then fill out application forms, and in the case of the **Book Bridges** program undergo screening tests to assess their reading achievement. A number of Junior League volunteers assist by helping clients fill out application forms. At the orientation for the second program, former participants (from the first program) also assisted.

Recommendation

That the current orientation process, as conducted in phase one and two of the project, be continued.

Volunteer Procurement and Training

The experience with both the first and second program was that the Junior League, by itself, was unable to provide the number of volunteers (16) required to operate the program. A number of Junior League friends and university students supplemented the volunteer pool. One Junior league volunteer administered the volunteer component of the program. This worked very successfully.

Even though there were a number of substitute volunteers who filled in admirably, one of the difficulties associated with the volunteer component of the program was absenteeism. Last minute withdrawals left the program in jeopardy because there was not enough notice to find replacements.

Recommendations

a) That in recruiting volunteers, both the importance of the volunteers in the delivery of the program and the obligations therein, be made explicit.

b) That the current system of having a Junior League volunteer serve as volunteer coordinator be continued.

c) That an emergency replacement policy be set in place.

d) That the current practice of supplementing the volunteer pool from among friends of the Junior League and university students be continued.

Training. Two, three hour sessions were set aside before each program block to train volunteers. The first evening's focus was on the training itself, and the second was on multiculturalism. Bookmates absorbed the honorarium for the first speaker on multiculturalism, while a member of the staff from Education Manitoba presented the multiculturalism session for the second program. The quality of the second presentation did not match the quality of the first. It may be that the first speaker may volunteer her services during the second year of the project.

Recommendation

That funds be reserved to provide an honorarium(a) for a speaker(s) at the multicultural workshop for volunteers.

Publicity

The Junior League publicized the **Book Bridges** program in the Sept/Oct issue of Federation Focus, the newsletter of the Federation of Junior Leagues of Canada. The CBC featured **Book Bridges** in a special segment of its evening news broadcast, Twenty-Four Hours, in October, 1990.

In addition, the consultant made a presentation regarding the instructional philosophy and procedures used in the program at the 3rd annual conference of the Manitoba Council of Reading Clinicians. An article on the same topic was published in Reading Manitoba, February, 1991. (See attached). The instructor and the consultant also made a presentation regarding the project at the 2nd annual International Reading Association Literacy conference in Banff, Canada, March 23, 1991.

In the planning phases of the project, the commercialized publication of the program was envisioned, the terms of which were written into the contract between the Junior League, the instructor and the consultant. A number of those at the Banff literacy conference presentation were interested in obtaining more detail regarding the program, which suggests that there is an audience for this kind of material. A request from Sherbrooke Quebec has already been received as a result of the Banff conference. One of the volunteers, in responding in her evaluation of the program wrote:

> You two (the instructor and the consultant) can write a book about this. Junior League funds it and shines; the program is a viable option in the face of these ESL cutbacks running rampant lately! We'll meet for a funding push in May.

Recommendation

1) That the Junior League explore the publishing possibilities associated with the program; or

2) Give the instructor and the consultant the freedom to explore publishing the materials.

Respectfully submitted,

Beverley Zakaluk

Beverley L. Zakaluk, Ph.D.

Acknowledgement:

The report writer wishes to acknowledge the contribution made by her colleague, Barbara Wynes, course instructor, to the success of the Book Bridges program.

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APPENDICES

APPENDICES

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Appendix A

Data

Table 1

Standardized Test Results and Client Background Information (Pretest)

Table 2

Standardized Pre and Posttest Results

Table 3

Informal Reading Inventory (IRI) Pre and Posttest Results

Pre and Post IRI Reading Protocols, Subject #5

TABLE 1

STANDARDIZED TEST RESULTS AND CLIENT BACKGROUND INFORMATION
(Pretest)

Vocabulary	Comprehension	Total	Length of Time in Canada	First Language
6.4	8.0	7.1	23 years	Portuguese
5.1	3.5	4.4	16 years	Portuguese
4.9	3.3	4.2	3 months	Tagalog
4.7	3.3	3.6	17 years	Portuguese
4.3	2.8	3.5	2.5 years	Spanish
4.1	2.5	3.3	14 years	Portuguese
3.4	NM	2.5	5.5 years	Spanish
3.3	2.4	2.7	6 years	Spanish
NM	2.8	2.5	10 months	Spanish
2.8	2.6	2.7	5 years	Spanish
2.9	3.2	3.0	4 months	Japanese
2.9	2.8	2.8	16 months	Spanish
3.1	2.6	2.8	1 year	Polish
2.6	3.3	2.8	10 months	Japanese
NM	NM	NM	10 months	Ethiopian

1

2

NM - Non-measureable
Number = 15

TABLE 2
STANDARDIZED PRE- AND POSTTEST RESULTS

Subj. No.	Vocabulary			Comprehension			Total			Length of Time in Canada	First Language
	Pre	Post	G	Pre	Post	G	Pre	Post	G		
1	6.4	6.4	-	8.0	7.9	-.1	7.1	7.0	-.1	23 Y	Portugeuse
2	5.1	4.0	-1.1	3.5	4.5	1.0	4.4	4.2	-.2	16 Y	Portuguese
3	4.9	4.6	-.3	3.3	3.7	.4	4.2	4.1	-.1	3 M	Tagalog
4	4.7	4.0	-.7	3.3	3.5	.2	4.1	3.6	-.5	17 Y	Portuguese
5	4.3	4.1	-.2	2.8	3.3	.5	3.5	3.6	.1	2.5 Y	Spanish
6	4.1	4.3	.2	2.5	3.2	.7	3.3	3.6	.3	14 Y	Portuguese
7	3.4	3.2	-.2	NM	2.8	2.8	2.5	2.8	.3	5.5 Y	Spanish
8	3.3	3.2	-.1	2.4	3.9	1.5	2.7	3.5	.8	6 Y	Spanish
9	NM	4.8	4.8	2.8	3.5	.7	2.5	4.1	1.6	10 M	Spanish
10	2.8	3.6	.8	2.6	3.2	.6	2.7	3.3	.6	5 Y	Spanish
11	2.9	4.0	1.1	3.2	3.8	.6	3.0	3.8	.8	4 M	Japanese
12	2.9	4.0	1.1	2.8	3.7	.9	2.8	3.7	.9	16 M	Spanish
13	3.1	2.8	-.3	2.6	3.7	1.1	2.8	3.2	.4	1 Y	Polish
14	2.6	3.2	.6	3.3	4.2	.9	2.8	3.6	.8	10 M	Japanese
15	NM RS=4	NM RS=8	4	NM RS=3	NM RS=2	-1	NM RS=7	NM RS=10	3	10 M	Tigrign

G = Gains NM = Non-measureable RS = Raw Score
(One year = 10 months)

TABLE 3

INFORMAL READING INVENTORY (IRI)

PRE- AND POSTTEST RESULTS

	Subj. No.	Length of Time in Canada	First Language	IRI							
				WL		WR		Comp.		Retelling(50)*	
				Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	1	23 Y	Portugeuse	5	6	3	6	3	6	3(27)	N/A
	2	16 Y	Portuguese	4	6	3	8	3	8	3(12)	8(13)
	3	3 M	Tagalog	3^2	6	3	8	3	8	3(5)	8(1)
	4	17 Y	Portuguese	3^2	3	3	6	3	3	3(27)	NA
	5	2.5 Y	Spanish	3^1	3^2	3	3	N M	3	3(13.5)	3(38)
2	6	14 Y	Portuguese	3	4	3	3	3	3	3(26)	3(24)
	7	5.5 Y	Spanish	2^2	3^2	1	3	N M	1	1(10.7)	3(20)
	8	6 Y	Spanish	3^1	5	1	6	N M	3	1(2.5)	3(12)
	9	10 M	Spanish	1	3^1	1	3	N M	1	1(25)	3(24)
	10	5 Y	Spanish	3^1	3^2	3	3	-3	3	3(17)	3(13)
	11	4 M	Japanese	4	4	3	3	N M	3	NM	3(23)
	12	16 M	Spanish								
	13	1 Y	Polish	4	5	3	6	3	3	3(33)	6(24)
	14	10 M	Japanese	4	4	6	NA	3	NA	NA	3(17)
	15	10 M	Tigrign	pp	+1	NM	NM	N M	NM	NM	NM

WL = Word List
WR = Word Recognition
Comp = Comprehension
Retelling = 50 is maximum score

pp = preprimer
NM = Non-measureable
NA = Not Available

Pretest Retelling

Selection: The Rich Man and The Shoemaker

La Fontaine

Level 3

C: OK. The man sick come to the next door where he lived and ... called the the door and a the the the next door lived a rich man and a he he give gave him a bag, a bag. Then he take a it take it and go home and when he he saw the bag ah saw who with a very surprized. Well a bag with a gold... When he said: "Oh I am rich now and I am... I am... I am keeped this and I don't know, I don't know where." He keeped it in ... under the bed. Then he said all the childrens saw, was sawing, and throw it to the window and he said. "This noise very good keeping." And... take it again the bag and a put in the in the chimney chimney, but he said no its good here. Change the seat and gold eh keep in the kitchen, kitchen house. But he said, "No, no its good here." Where eh put in the garden eh make he made a hold in the the in the garden. He said, "No, no its good here." Then he said, "No, I don't want this gold in the ... I come I go back this and go to the rich man and said: "I don't want this gold because I I lost my friends and I feeling unhappy." And he said ... take take off this bag.

Posttest Retelling

Selection: The North Wind and the Sun

La Fontaine

Level 3

E: I'm going to ask you to tell me this story in your own words.

C: Ahm, the north uh the the story is called North Wind and the Sun. Uhm the sun and the ... the moon I think or the ... called is or the sun and the wind ah is discussed about eh who is going to win. If uh if the man is going to take off the the coat. Em, uh the the wind said, uh "I trust like I eh want to intent if you win or I," and the wind is going to blow very very hard and uh the ... the winds blow and blow and blow uh very hard and the the man doesn't take off his uh his coat and a, and a doesn't win and uh it if the time is uh the the turn of the sun and he said, "I am going to intend that the man is going to take off his uh coat." The sun uh is uh is very hot and a the the flowers is open, the insects is ... uh uh many many insects protect the hot, the a the the animals are asleep, are asleep before the they are lie down sleep eh for the, for the hot, and the people is coming out for the, for the hot, and the man is take off all the ... all his uh clothe and a, and a go to swimming and uh ... I ... thin ... uh is for sure the sun is warm... is going to win.

Appendix B

Whole Language Principles Governing the Program

GUIDING PRINCIPLES

1. Language is naturally-developing human activity. Reading and writing are primarily language-based behaviors, rather than perceptual.

   We gain competence (and confidence) in using language when it is taught by engaging learners in activities that are authentic and purposeful.

2. Language develops holistically, not separately in bits and pieces.

   Growth in one language mode fosters growth in each of the others. That is reading and writing develop simultaneously, along with listening and speaking, the other language skills. We learn to read while writing, and learn about writing through reading.

3. Second language learners can respond to literature and the writing of their peers at the same time as they are learning English (Hudelson, 1988).

4. Teaching with "real books" and encouraging responses to literature provides readers with genuine opportunities to talk.

   Listening to the interpretations of others gives readers time to explore half-formed ideas, to expand their knowledge and feelings and to think more critically and deeply about what they read.

5. A book of substance, that tells a story for its own sake, draws the reader back again and again.

   It is through this reading and re-reading process that second language learners begins to obtain and reinforce meaning.

6. Using children's literature selections as the medium of instruction makes it easy to meet the problem of the match.

   Research indicates that learners grow and make gains when instructed with material at a level at which they can succeed. For years texts were "dumbed down", and used more commonly-occurring words and shorter sentences in order to make the instructional material "easier" for less competent readers. In fact, rare words may be richer in terms of bearing meaning, and shorter sentences may be more difficult to understand because the causal links must be inferred. Using children's literature as the medium of instruction for adults in a literacy enhancement program allows for the provision of instructional material at the learner's level. The focus on reading to children within the context of family permits adults to engage in this kind of reading without humiliation.

7. Applying a process approach to writing in which authors construct and share drafts with their colleagues, and then invite oral feedback, provides another genuine opportunity for language development. A reciprocal relationship exists: Reading and speaking activities are embedded in the writing, and the writing provides the framework for the talk.

8. Learning takes place within a social context.

When learners work in a collegial atmosphere they use more language and take greater risks, thus helping each other learn more. A bridge is provided between the cognitive and the affective domains and the discrepancies between the languages are reduced. Language learning is maximized when: Students are able to see both the instructor and volunteers modeling their own reading, writing and learning; instructors and volunteers respond with genuine interest, valuing individuality; and students choose - what books to take home and what topics to write about.

Appendix C

Literature Circle

Volunteer Explanation Sheet

VOLUNTEER EXPLANATION SHEET

SHARING READING RESPONSES

We will start each evening by sharing the reading each of us is doing at home. This will be carried out in small groups of three or among all those at the table, depending on the number and comfort of the women. The sharing is to be done with the group, not just to the partner volunteer.

There are four purposes for sharing reading responses:

1) to provide a natural situation for the women to speak and explain their thoughts in English,
2) to provide an opportunity to listen and comprehend spoken English,
3) to add value to the reading record because it is the device to jog memory, and
4) to provide us with a means of monitoring the home practice and the problems the women may be encountering when reading on their own.

In addition, the book sharing may be a means of introducing the women to new books as not all women will have read the same books, magazines, articles, etc.

In many instances the women will share the books that they sign out from the Book Bridges program. However, the reading response sharing need not be limited to those materials. In fact, as time progresses it is hoped that they will read more and more English materials of their own choosing (perhaps from the library or newspaper). Volunteers are encouraged to participate by sharing their reading as well - (either their own personal reading or the reading they are doing with children. Sharing will help to model how people talk about what they read, as well as make the activity more conversation-like).

Use the guide on the posted chart to help the women with their sharing. Encourage use of the reading record sheets as a reminder. Ask questions related to the book and the strategies practised at home -- how they worked or didn't work.

NOTE: This is intended as time to SHARE, LISTEN and DISCUSS reading materials and strategies and perhaps ask questions about a word(s) or an idea that was confusing at home. It is not a time to do the reading together that should have been done at home.

- Barbara Wynes, Instructor

Appendix D

Writing Process

Writing Process Diagram

ABC's of Writing - Brainstorming Example together with First Draft

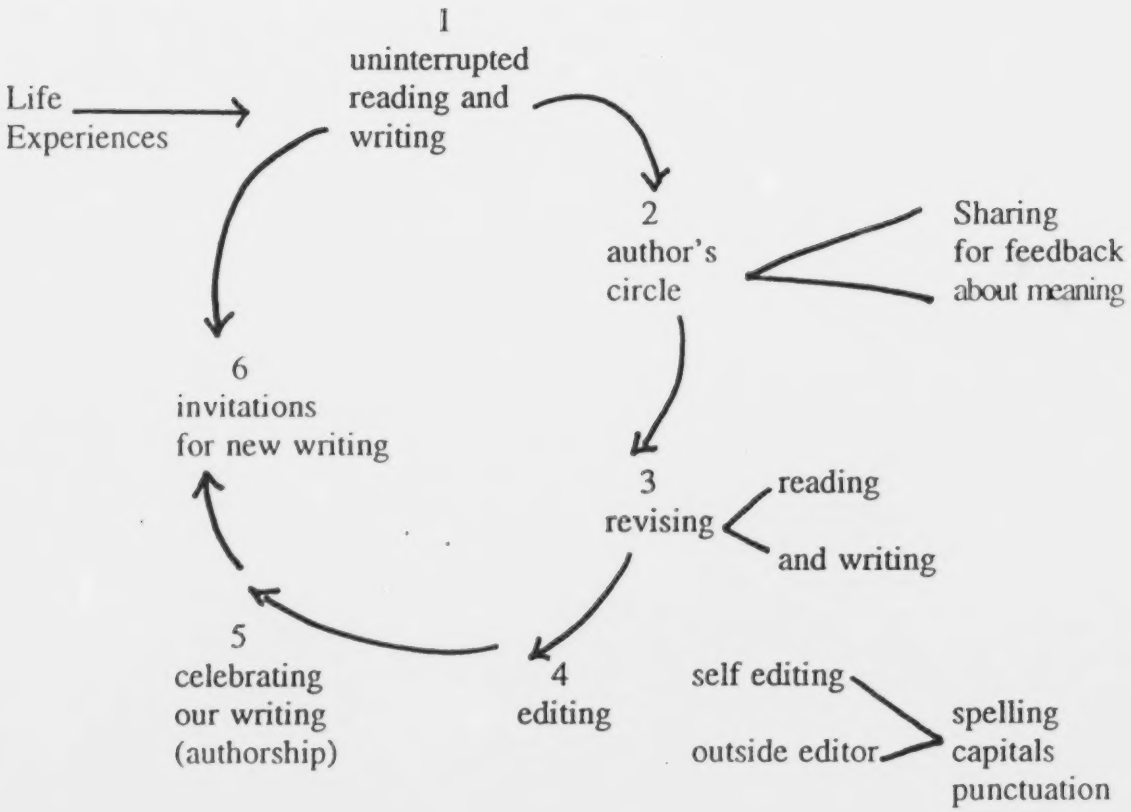
Story Samples

Happiness - My Dog's... by Maria

A Word... by Kim

Thanksgiving at Mac Donald's... by Askalu

WRITING PROCESS DIAGRAM



- adapted from Carolyn Burke by
Barbara Wynes, Instructor

Source: Harste, J. Short, K.G., & Burke, C. (1988). Creating classrooms for authors. Portsmouth, N.H.: Heinemann.

Example of Brainstorming: ABC's of Writing

A family
read
my children
my dog
my mom
church
education

work
Christmas
husband
sunday
yellow
birds
garden

B sunday
my grandmother
church singing
grandmother talking
get together
my sisters and my brother
my mom
sunday → today
be together
play together

go out together
and rest on
sunday

C

For first draft see next page.

When I think of my grandmother, it remigind me of when I was small she allways was nice to us she allways had a friendly word or a happy one for the ones that needed it, and she allways had something for the ones that didn't had. I remember when she put things away just to keep them safe from us, we were very tomboys and we usely got in to everything but she knew how to keep us from get in to trobble My mom, was and stil is very different from her mother, my mother

First Draft: ABC's of Writing

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Happiness--My Dog's

by Maria

It happened a long time ago. I had a dog named "Hunt". He was a big dog, half sheep dog and half wolf. I liked him very much.

Once upon a time, I baked a cheese cake. I put it into the porch on the table to cool it down. The cake was very hot and big.

About the time the cake was cool, my husband untied the dog's lead. Hunt quietly opened the door of the porch by himself and began to eat the cake starting from the centre of the cake standing on his hind legs. Suddenly I came into the porch and I saw him. I was very angry and furious because this cake was for my friends and my family. The dog ran away.

After several minutes I felt better. I gave him the rest of the cake and started to bake a new one. Hunt was very happy after eating the rest of the cake. He licked me and wagged his tail. All the family and friends laughed. For the rest of the day we had a wonderful time. Because I loved my dog, I decided not to think about what happened.

A Word

by Kim

When I was a little girl, my mother often told me in bed, "Beautiful words change into the pearls; messy words change into snakes and toads".

I saw my mother's pearl ring and thought if such beautiful ones came out of my mouth in drops, how wonderful they would be. And I didn't know what to do if the snakes and toads came out of my mouth. How terrible they would be! At the time, I was a really little girl. I believed my mother.

Considerate words make us happy and give us encouragment. They also make us sad. So we notice the words which are not gentle for somebody but the words make us feel hurt like sticking a rose thorn.

It is an important way to have myself understood and I think deeply about words, even, it seems, if the words are just for myself.

Thanksgiving at MacDonald's

by Askalu

Askalu promised the children MacDonald's for Thanksgiving. So on Sunday she promised that they would go for lunch on Monday.

All day the children said, "Don't forget-- tomorrow MacDonald's!"

Then Askalu said, "Sorry, no money for MacDonald's."

"Borrow some money. You promised!" the children said.

"Just joking," Askalu laughed.

Askalu and the children went to MacDonald's. The kids wanted a lot of food. Askalu said, "STOP! Not enough money!" The children wanted one of everything. They thought that because it was Thanksgiving, the food was free. They kept telling their Mom to stop worrying.

In the end everyone was happy. The children ate all they could. Askalu had a nice lunch and there was enough money to go around. They were thankful for a happy day together.

Appendix E

Reading Instruction

Elements of Story Grammar

Steps in the Question Strategy

Questions to Think About and Discuss

Reading Factual Material

Inferring Main Ideas

Fix-up Strategies

Reading Selections Used for Instructional Purposes

WHAT IS IMPORTANT TO REMEMBER AND RETELL?

Setting	WHO	Who is the story about? Who are the characters?
	WHERE	Where does the story take place?
	WHEN	When does the story take place?
Problem or Goal	WHAT	What problem do the characters have? or What does the main character want to achieve?
Plot (main Events)	HOW WHY	How do the people (characters) solve the problem (the main events or steps in the story)? Why do these things happens in the story?
Resolution (Ending)	HOW	How were things at the end?

-Barbara Wynes, Instructor

STEPS IN THE QUESTION STRATEGY

Before Reading

1. LOOK at the TITLE.
   ASK yourself: What more do I want to know?
   Ask questions---Think about possible answers.

2. LOOK at the COVER PICTURE.
   ASK questions---Think about possible answers.

During Reading

3. READ the first section. Look for answers to the questions.
   STOP---Think back---Were any questions answered?
   ---Ask new questions---Think of possible answers.

4. READ the next section.
   STOP---Think back---Were any questions answered?
   ---Ask new questions---Think of possible answers.

5. Repeat steps 3 and 4 until the story is completed.

After Reading

6. Think about the author's message.
   Think about your own responses to the story--your feelings and thoughts. What did you like? Why? What didn't you like? Why?
   Any questions?

-Barbara Wynes, Instructor

Questions to Think About and Discuss

1. Trace the main events of the story. (List or map them in the space below.)
   Then discuss: Could you change the order of events or leave any of them out of the story? Why or why not?

2. Did the story end the way you expected it to? What clues did the author put in the story to prepare you to expect this ending?

   _____

   _____

   _____

   _____

   Did you know these clues were important when you were first reading/hearing the story?

Adapted from: Harste, J., Short, K.G., & Burke, C. (1988). Creating classrooms for authors. Portsmouth, N.H. Heinemann.

-Barbara Wynes, Instructor

READING FACTUAL MATERIAL - Nonfiction

When we read nonfiction we read for information.
We are looking for facts.
We always have a reason or purpose for reading nonfiction, because we want to learn about something.

SELF QUESTONS WE ASK ABOUT NONFICTION:

Before reading:

1. What is my purpose for reading?
2. What do I already know about this topic?
3. What do I think I will learn when I read?
   or What do I need to find out?

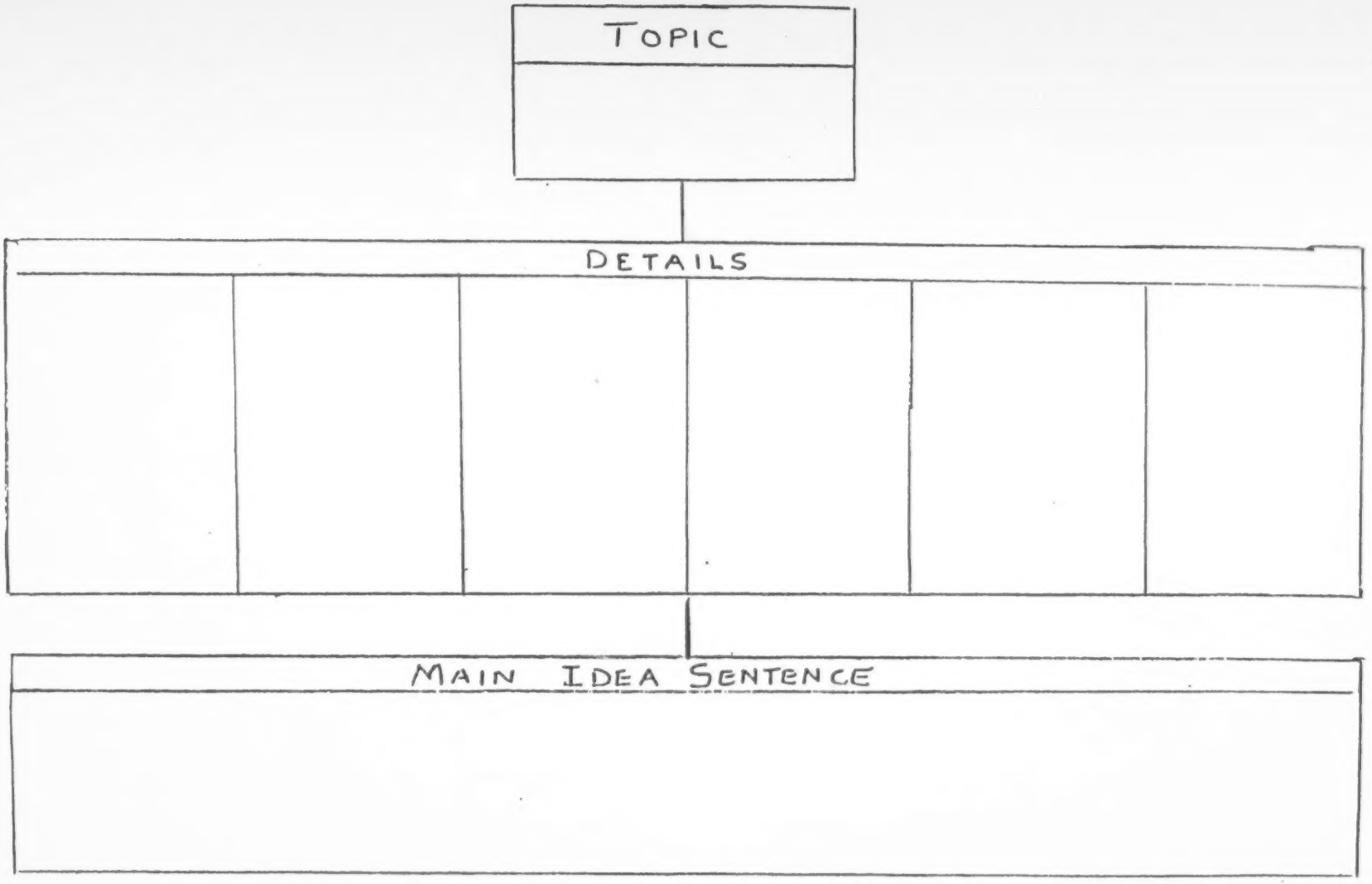
During reading:

1. Am I understanding? Does this make sense?
2. Is this what I expected to read?
3. What is different than I thought?
   What is the same as I thought?

After reading:

1. What are the important details?
2. What sections tell me that?
3. What information did I learn? (What's new?)
4. Do I need to go back and reread to understand?

-Barbara Wynes, Instructor



Adapted from: Strategic learning in the content areas (1989). Wisconsin Department of Public Instruction, Madison, Wisconsin.
-Barbara Wynes, Instructor

Fix-Up Strategies

When you come to a word that you do not understand try:

1. Skipping over the word. The word may not be that central to the overall story:
2. Reading further in the story. The author may explain or give cues about what the word means in the next few sentences;
3. Going back in the story a bit and rereading the part just before the word;
4. Looking at the title, the pictures and the headings;
5. Substituting a word that you think means the same;
6. Looking up the word in the dictionary; or
7. Asking someone for help.

-adapted from Davey & Porter, 1982

READING SELECTIONS USED DURING INSTRUCTION

Bunting E. (1989). The Wednesday surprise. New York: Clarion.

Carlson, N. S. (1989). The family under the bridge. New York: Harper & Row.

Cooney, B. (1982). Miss rumphius. New York: Viking.

Coerr, E. (1977). Sadako and the thousand paper cranes. New York: Dell.

Fox, M. (1987). Wilfrid Gordon McDonald Partridge. New York: Penguin.

Gardiner, J. R. (1980). Stone fox. New York: Harper & Row.

Goble, P. (1984). Buffalo woman. New York: Aladdin.

Granfield, L. (1990). Canada votes. Toronto, Ontario: Kids Can Press.

Hadingham, E. & Hadingham, J. (1990). Garbage! Where it comes from, where it goes. New York: Simon & Schuster.

Heyer, M. (1989). The weaving of a dream. New York: Puffin.

Kaetler, s. (1984). Stories from grandpa's rocking chair. Winnipeg, MB: Kindred Press.

Lobel, A. (1980). Fables. New York: Harper and Row.

MacLachlan, P. (1985). Sarah, plain and tall. New York: Harper and Row.

_____. (1988). The facts and fictions of minna pratt. New York: Harper & Row.

_____. (1989). Arthur, for the very first time. New York: Harper & Row.

Parish, P. (1989). Amelia Bedelia's family album. New York: Avon.

Savage, C. (1990). Trash attack. Vancouver, BC: Douglas & MacIntyre.

Smith, D. B. (1973). A taste of blackberries. New York: Scholastic.

Yee, P. (1989). Tales from gold mountain. Vancouver, BC: Douglas & McIntyre.

-Compiled by Barbara Wynes, Instructor

Appendix F

Sample Dialogue Journal Entries

Feb 6 / 91

It was a great time for me. I read with a volunteer, she helped me to pronouncition. I understood about the story. It was interesting book. I caught some idea from you about choosing book to read.

Thanks.

Feb. 7/91

It is good that Denise helped you to pronounce some of the words. While you are reading together, try to listen to how she says the words that you don't know.

Do you go to the public library and borrow books?

Barbara

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Dear

it is so good to hear about the experiences you are having with the children you are caring for. When children see adults reading, they learn that reading is important.

Barbara

Dear Barbara:

I really like to read now, what you said is #truth When Childre, See you to read they want to read too, and they learn than reading is important because you always learn something from a book even if you don't like the book.

Feb. 25 - 90 Lunes

During the weekend I read that book called Love you Forever and I was spec-ting to cry or being touch about it and I didn't. I just felt rare when I got to the class because everybody were telling me that it was a touchy Story So I assumed that Somebody was going to died or Something but they didn't the mother became a grandma and they love each other although her Son goes went away to made his own life I mean that happens and we all are here to make it happen. I say so is the way our parents thought us. I took the message but I didn't ~~felt~~ fell sorry or touchy.

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They're nice and inversting I read to my daughter she's thirteen years old and the one she likes the most it was Petrovella because it made her to remember the time when we came here the travelled we had about English because we didn't have any some time we didn't know how to ask even for a cup of coffe it was Good for me too so we started on saturday because that day we read it we started remend about that but we liked it.

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Appendix G

Informal Reading Inventories (IRI's)

Instructions and Questions Pre and posttest

BOOK BRIDGES

Directions for Administrators

Test Questions

CONTENTS

Level 1, Pretest.....	Frog and Toad are Friends (Spring)
Level 1, Posttest.....	Days with Frog and Toad (Shivers)
Level 3, Pretest.....	The Rich Man and the Shoemaker
Level 3, Posttest.....	The North Wind and the Sun
Level 6, Pretest.....	Julie of the Wolves (pages 56/57)
Level 6, Posttest.....	Julie of the Wolves (pages 110/11)
Level 8, Pretest.....	Who is Frances Rain? (page 7)
Level 8, Posttest.....	Who is Frances Rain? (pages 8/9)

The first passage I'd like you to read is from a book called: Frog and Toad Are Friends. There are a number of Frog and Toad books all written by the same author, Arnold Lobel. The books tell about the adventures of two best friends, Frog and Toad.
The first story is called SPRING and Frog goes over to Toad's house. He tries to convince Toad to come outside and enjoy the time of year. Read to find out what happens. (Hand the client the book turned to page 4.)

Total number of words: 418

Word Recognition Score: Use the second page (as on the examiner's copy) to establish level (i.e. 100 words).

Guide: 5 errors is 95% (Instructional)
10 errors is 90% (Frustration)

Comprehension

A. Retelling. **REQUEST**: Will you please retell the story to me as if you were telling it to a friend who had never heard it before.

B. Comprehension Questions and Suggested Answers.

---- 1. What was the problem in the story? (Main Idea)
(Frog wanted Toad to wake up/come and play with him because it was spring, but Toad was too lazy/tired to get up. He wanted to sleep some more.)

---- 2. How would you describe Toad's mood at the beginning of the story when Frog went into his house. (Inference)
(Grumpy, out-of sorts)

---- 3. Frog said that it was April and he and Toad could spend the whole new year together. How could that be when the new year starts in January? (Inference)
(Frog and Toad have been hibernating and have just woken up so this could be the beginning of their new year.)

---- 4. What are some of the things Frog mentioned he would like to do with Toad? (Important detail)
(Begin a whole new year together/skip through the meadows/run through the woods/swim in the river/sit on the porch and count the stars - any two things.)

---- 5. Why do you think that Frog listed all of these things? (Inference)
(He wanted to persuade Toad to come out.)

---- 6. Why do you think Toad didn't want to get up? (Inference)
(Toad was too tired/lazy.)

---- 7. How did Frog think he would feel if Toad didn't get up? (Literal)
(lonely)

---- 8. How did Frog finally trick Toad into getting out of bed?
(Important Detail)
(He tore the sheets off the calendar until May came up. Toad had said he would get up in May.)

---- 9. What kind of a person is Frog like, do you think? (Inference)
(Like someone who has lots of pep, probably has no trouble getting started in the morning. Untrustworthy because he would stop at nothing (trickery) to get his way.)

---- 10. What kind of a person is Toad, do you think? (Inference)
(Like someone who has no energy/is a night person.)

---- 11. Do you think Toad will forgive Frog when he finds out that Frog tricked him into getting up? Why? Why not? (Inference)
(Probably forgave Frog because he understands that Frog is a friend and sincerely wanted him for company.)

---- 12. Would you like a friend like Frog? Why or why not? (Conclusion)
(Accept any reasonable explanation.)

Comprehension Score:

Number of questions correct x 100 = ======
Total number of questions (12)

This is a fable called The Rich Man and the Shoe-maker told by a writer called La Fontaine with pictures by Brian Wildsmith. The story is about a cheerful shoemaker and the rich man who lived next door. The rich man couldn't sleep because the shoemaker was always singing. Have you heard any stories like this? What do you think will happen in this story? (Give the client the book and encourage predictions based upon the cover and the pictures, i.e. conduct a mini DR-TA.) Let's read the story to see if it turns out the way you think it will.

Total number of words: 383

Word Recognition Score: Use the second page (as on the examiner's copy even though the sentence is incomplete) to establish level (i.e. 143 words).

Guide: 7 words is 95% (Instructional)
15 words is 90% (Frustration)

Comprehension

A. Retelling. **REQUEST**: Will you please retell the story to me as if you were telling it to a friend who had never heard it before.

B. Comprehension Questions and Suggested Answers.

---- 1. Tell me about the shoe-maker. What kind of a man was he in the beginning? (Literal)

(He was poor, but cheerful/so happy he sang all day long/liked children.)

---- 2. The rich man lived next door to the shoe-maker. What was his problem? (Literal)

(He couldn't sleep at night so he tried to sleep in the day but he couldn't sleep because the shoe-maker's singing kept him awake.)

---- 3. What did the shoe-maker do to solve his problem? (Literal)

(He wrote a letter to the shoe-maker and asked him to come over. Then he gave the shoe-maker a bag of gold.)

---- 4. Why do you think the rich man thought that giving the shoe-maker a bag of gold would solve his problem. (Inference)

(The rich man knew that having gold/being rich/would make the shoe-maker worry about keeping it and the shoe-maker would stop the singing - he would be so preoccupied with the gold.)

---- 5. Was the shoe-maker happy once he got the gold? (No) How do you know? (Inference)

(He was afraid to let the gold out of his sight/he was preoccupied about losing the gold. He couldn't sleep, work or sing he was so miserable.)

---- 6. Name some of the places the shoe-maker hid his gold. (Literal)
(First he hid the gold in the attic/then the chimney/then the chicken house/then he buried it in the garden. He couldn't make up his mind where to hide the gold to keep it safe.) (Any two)

---- 7. The shoe-maker was "miserable" once he had the gold. What does "miserable" mean? (Vocabulary)
(wretched/unhappy/forlorn)

---- 8. How did the shoe-maker resolve his problem? (Literal)
(He returned the gold to the rich man.)

---- 9. What is the moral (point/message) that this story tries to teach us? (Inference)
Money may not make you happy. You should be content with what you have.)

---- 10. If you became a rich person (for example won the lottery) do you think you would be miserable like the shoe-maker (Yes/No) Why would/wouldn't you be miserable? (Inference)
(Might be miserable because a lot of people would think I should share the money with them and if I didn't they wouldn't be friends with me anymore/I would have a problem looking after all that money - keeping track of my investments and managing the money/ I wouldn't because I could invest the money and live off the interest etc. I wouldn't have to work anymore.)

Comprehension Score:

$$\frac{\text{Number of questions correct}}{\text{Total number of questions (10)}} \times 100 = \text{======}$$

This time I'd like you to read a bit from this story called, Julie of the Wolves. It is a story about a young Eskimo girl called Miyax who is running away from home. She has set out to visit her pen pal who lives in a beautiful modern house in San Francisco. The pen pal has given Miyax a new name ... Julie. Miyax is lost without food, without even a compass, in Alaska, where the view is always the same. She is alone, except for a pack of Arctic wolves. She makes a friend of one wolf, who seems to be the leader of the pack, that she calls Amaroq. There are two other wolves that Miyax called by name. They are Silver and Nails.

In this passage, a herd of caribou is passing through and the wolf pack leader, Amaroq is attacking one of the caribou for food. You can see what is happening in this picture (show page 56, 57). In the beginning Amaroq has a difficult time bringing the caribou down. But only briefly. This passage tells about the fight between the caribou and Amaroq and the other wolves in the pack, Silver and Nails.

I'd like you to read, beginning on this page. Hand the client the book Julie of the Wolves turned to pages 56 and 57.

Total number of words: 115

Word Recognition Score:

Guide: 6 words is 95% (Instructional)
12 words is 90% (Frustration)

Comprehension

A. Retelling. **REQUEST**: Will you please retell the part of the story that you read to me. Tell it as if you were describing the story to a friend who had never heard the story before.

B. Comprehension Questions and Suggested Answers.

---- 1. Miyax (or Julie) was watching the battle between the caribou and the wold pack. What made it difficult for her to keep track of who was winning? (Inference)
(the fog)

---- 2. How was the caribou able to defend itself against the wolves? (Literal)
(It rose on its hind legs and tried to bring its hoofs down on the wolf's (Amaroq's) head.

---- 3. Why didn't raising itself on its hind legs and bringing its hoofs down on Amaroqu's (the wolf's) head work for the caribou? (Literal)

(Because the wolf leaped into the air at the same time and sank his teeth into the caribou's back/the wolf was smaller and quicker than the caribou and was able to dodge out of the way.)

---- 4. How did Amaroq manage to bring the caribou down? (Literal)
(He rode on the caribou's back.)

---- 5. How did Silver, one of the other wolves, help bring the caribou down? (Literal)
(Silver tried to trip or slow down the caribou.)

---- 6. How did Nails help? (Literal)
(Nails grabbed the caribou's hind leg.)

---- 7. Why do you think Miyax called one wolf Silver and the other one Nails? (Inference)
(Because one was silver/grey colour and the other had long claws.)

---- 8. What do you think the wolves did after they had killed the caribou? (Inference)
(Devoured/ate the caribou.)

---- 9. Do you think Miyax was happy about the wolves killing the caribou? Why or why not? (Inference)
(Happy because she would be able to have some of the food. She would have enough to eat for a long time.)

---- 10. Do you think the wolves will let Miyax have any of the caribou? (Yes/No) Why do you think that? (Inference)
(No, because dogs don't like it when you go near their dish when they are eating, so I don't think wolves would either.)

---- 11. How do you think Miyax eventually got some of the caribou for herself? (Inference)
(She waited until the wolves had their fill and left. Then she crept over for the leftovers.)

---- 12. What do you think of this story? Is it true? (Conclusion)
(It probably has some truth to it. I think wolves do hunt/bring down caribou in packs, but I don't think a little girl could be wandering around in the barren Arctic and survive like that.)

Comprehension Score:

Number of questions correct / Total number of questions (12) x 100 = ======

This passage is from a book called, Who is Frances Rain? by Margaret Buffie. Usually every summer the girl who is telling the story, Lizzie, and her brother and her sister go to visit her grandmother in Northern Manitoba. They go by bus. But this year, her mother and her new stepfather are going too, and they are all driving together by car. Lizzie calls her stepfather "Toothy Tim". Let's read this part that tells about the trip to her Grandmother's. Hand the client the book opened to Chapter one, page 7.

Total number of words: 144

Word Recognition Score:

Guide: 8 words is 95% (Instructional)
15 words is 90% (Frustration)

Comprehension

A. Retelling. **REQUEST**: Will you please retell this part of the story to me. Tell it as if you were describing the story to a friend who had never heard it before.

B. Comprehension Questions and Suggested Answers.

---- 1. What does Lizzie, the girl who is telling this story do every summer? (Literal)
(visit her Grandmother north of Lake Winnipeg.)

---- 2. What is different about this year? (Literal)
(Her whole family is going, her brother Evan and her sister Erica and her Mom and stepfather, Toothy Tim.)

---- 3. What is the countryside like where her Grandmother lives? (Literal)
(The country is a huge wilderness of forest, muskeg and lakes./There are some small towns, too.)

---- 4. There are small towns north of Lake Winnipeg. Why did these towns spring up? (Inferential)
(There were goldminers, trappers and other people seeking to make their fortune.)

---- 5. Who do you think the "sourdough" adventurers were? (Vocabulary)
(American term describing those who have spent one or more winters in Alaska.)

---- 6. Do you think those towns are still there? (Inference)
(No, only their remnants. They are ghost towns - the mines are not being worked and the trappers' cabins are deserted.)

---- 7. How do you think Lizzie feels about her Mother's new husband? Why? (Inference)

(She doesn't like him. She doesn't like him driving the car.)

---- 8. Why do you think Lizzie calls her mother's new husband "Toothy Tim"? (Inference)

(She doesn't like him. He has taken her father's place. He must have peculiar teeth or it seems as though he has a mouthful of teeth. His teeth stand out.)

---- 9. What do you predict is going to happen in this story? (Prediction)

(Accept any reasonable answer.)

---- 10. This story is called Who is Frances Rain? Why do you think that is the name of the story? (Inference)

(There must be a main character that we have not met yet. Lizzie will be telling her story.)

---- 11. What do you think this story is going to be about? (Inference)

(Probably about life in Manitoba's north years ago. OR any other reasonable prediction.)

Comprehension Score:

Number of questions correct x 100 = ======
Total number of questions (11)

The first story I'd like you to read today is from a book called: Days with Frog and Toad. I think you are familiar with another of these Frog and Toad books by Arnold Lobel. The books tell about the adventures of two best friends, Frog and Toad. The story I want you to read is called Shivers, on page 28. Frog wants to tell ghost stories. Read to find out what happens.

Total number of words: 433

Word Recognition Score: Use the second page (as on the examiner's copy even though the sentence is incomplete) to establish level (i.e. 117 words).

Guide: 6 words is 95% (Instructional)
10 words is 90% (Frustration)

Comprehension

A. Retelling. **REQUEST**: Will you please retell the story to me. Tell it as if you were describing the story to a friend who had never heard the story before.

B. Comprehension Questions and Suggested Answers.

---- 1. What was Frog doing in this story? (Main Idea)
(Telling a ghost story to scare Toad.)

---- 2. What put Frog in the mood for telling a ghost story? (Important Detail)
(It was a cold dark night, and the wind was howling.)

---- 3. How do you think Toad felt when he moved deeper into his chair? How does a night like that make you feel? (Inference)
(Uneasy/Scared/Afraid)

---- 4. What was the ghost story that Frog told? Tell me all you can remember. (Sequence)
(On picnic with mother and father/lost way/mother worried re Old Dark Frog. He eats little frog children/mother and father went to look for a path and left Frog/Old Dark Frog came/Wasn't hungry so jumped rope/Old Frog asked Frog to turn the rope/Old Frog jumped 100 times/Frog ran around and around the tree with the rope and tied up Old Frog/Frog found his mother and father/they got home safely. (Any three elements)

---- 5. Can you picture Old Dark Frog? Tell me what he was like? (Inference)
(Terrible ghost/comes out at night and eats little frog children for supper.)

---- 6. Do you think Toad enjoyed Frog's story? Why or why not? (Conclusion)
(Accept any reasonable answer)

---- 7. How could having the "shivers" be a good warm feeling? (Inference)
(The good warm feeling would come after you have been afraid and realize that you are now safe and secure and have a friend for company.)

---- 8. What does it mean to "Feel the shivers"? (Vocabulary)
(Tremble all over/have goose bumps/tingle with fright)

---- 9. Why do you think toad kept asking Frog if the story were true? (Inference)
(If it were true Toad would be even more frightened/i.e. there are really terrifying creatures like Old Dark Frog out there in the world waiting to pounce on you. / Toad wanted to be reassured that there really are no ghosts.)

---- 10. Do you think Frog and Toad are real people? Why/Why not? (Inference)

---- 11. Why do you think Frog and Toad are friends? What makes people friends? (Inference)
(Opposites attract/ One person's strong points or strengths compensate for the other's weak points, making them a good combination. / Because they complement each other.)

Comprehension Score:

Number of questions correct x 100 = ======
Total number of questions (11)

This is another of those fables by La Fontaine that is illustrated by Brian Wildsmith. There was a horseman who had a fine new cloak. The North Wind and the Sun each thought they would be able to persuade the young man to remove his cloak. How do you think the North Wind would try to get the young man to remove his cloak? (At this point allow the client to peruse the title, look at the pictures - in mini DR-TA fashion.) How do you think the Sun might get the young man to take off his cloak? Which one do you think will be successful? Why? Let's read the story to find out whether you are right.

Total number of words: 207

Word Recognition Score: To establish level, use to: "his cloak more tightly around him". (i.e. 121 words)

Guide: 7 words is 95% (Instructional)
13 words is 90% (Frustration)

Comprehension

A. Retelling. **REQUEST**: Will you please retell the story to me. Tell it as if you were describing it to a friend who had never heard the story before.

B. Comprehension Questions and Suggested Answers.

---- 1. What were the North Wind and The Sun trying to do? (Literal)
(get the young man to remove/take off his new cloak)

---- 2. Who tried first? (Literal)
(The Wind)

---- 3. How do you know the wind blew very, very hard? (Inference)
(People had to chase after their hats/leaves blew from the trees/the animals were frightened/the ships in the harbour sunk.) (Any two)

---- 4. Why do you think the animals were frightened in the story? (Inference)
(The wind blew with so much force that they were afraid they might get hurt.)

---- 5. Who was successful in getting the young man to remove his new cloak?
(The Sun) How did the Sun get the young man to remove his new cloak? (Literal)
The Sun shone so hard the young man got very very hot and when he came to a river, he took off his clothes and went in to swim.)

---- 6. What are some of the things that happened under the Sun's gentle heat? (Important Detail)
(Insects hummed/flowers opened/birds sang/the animals slept peacefully/the people came out to gossip.) (Any two)

---- 7. When the Sun shone, the people came out to "gossip". What does the word "gossip" mean? (Vocabulary)
(a person who delights in idle talk mostly about other people's affairs/things that do not really concern them/other people's business)

---- 8. This story seems to have a moral. What is it? (Inference)
(If we want to get something done we can often achieve out goal by gentle/subtle means, rather than by force.)

---- 9. If you had a problem, how would you solve it now, after having read this story? (Application)
(I would approach the problem carefully and try to work out a solution thoughtfully rather than try to solve it by using brute force.)

---- 10. Suppose your children were running around the house and making a lot of noise, (and a lot of mess) how would you get them to stop? (Application)
(Accept any reasonable answer re distracting them/suggesting another activity.)

---- 11. Does this "lesson" apply to issues/disputes in the political realm do you think? Tell how. Give an example if you like. (Application)
(Land claim disputes/Iraq invasion of Kuwait)

Comprehension Score:

Number of questions correct x 100 = ======
Total number of questions (11)

The passage I'd like you to read now is from a story called Julie of the Wolves. It is a story about a young Eskimo girl called Miyax who is running away from home. She has set off from where she lives in the frozen wastes of Alaska to go to a friend who lives in San Francisco. The friend is her pen pal who lives in a big house on a hill and has given her an Anglo Saxon name, Julie. She doesn't have any food or even a compass. No wonder she gets lost.

Miyax makes friends with some wolves. One, who seems to be the pack leader, she calls Amaroq. She has named other wolves in the pack too. One is called Silver, another, Nails, and another is not allowed to eat with the rest of the pack. Look at the picture on page 112 and 113. It shows Miyax and Jello. What do you think seems to be happening? (Elicit that Miyax has an antler in her hand. She is approaching Jello.) I wonder why.

Let's read the part on page 110 that tells about the picture to see if you are right.

Total number of words: 250

Word Recognition Score: To establish level, use only to the end of: "pierce her whole". (i.e. 145 words).

Guide: 8 words is 95% (Instructional)
15 words is 90% (Frustration)

Comprehension

A. Retelling. **REQUEST**: Will you please retell this part of the story to me. Tell it as if you were describing the story to a friend who had never heard the story before.

B. Comprehension Questions and Suggested Answers.

---- 1. What happened to make Miyax so upset? (Literal/Inferential)
(Jello had crushed in her house, torn her sleeping skins and strewn them all over the grass, and eaten her food. (Any two)

---- 2. Why did this make Miyax so concerned? (Literal)
(She would die from lack of food/she had no place to sleep now.)

---- 3. What did Jello do when Miyax brandished her antler club at him? (Literal)
(His eyes widened/ears drooped/his tail went between his legs/surrendered/gave up to her.) (Any one)

---- 4. What else did Miyax do to Jello besides swinging her antler at him? (Literal)

(She bit the top of his nose.)

---- 5. Why do you think Miyax "bit the top" of Jello's nose"? (Inference)
(Because that's what wolves do to each other when they are angry with each other/unhappy about what a particular wolf did/that's what the leaders of wolf packs do to keep the other wolves in line.)

---- 6. Do you think Miyax will hit Jello? Why, Why not? (Inference)
(No, because she wouldn't strike such a pathetic creature/a coward.)

---- 7. What kind of message was Jello sending when he crouched in the reeds, swished his tail and cocked his ears forward after Miyax waved her antler at him and bit the top of his nose.) (Inference)
(He was grovelling, seeking to get back into her good graces/behaving like a coward/ didn't want Miyax to hit him/giving in to Miyax.)

---- 8. Was "Jello" a good name for the wolf in this passage? Why? Why not? (Inference)
(Yes, because he was grovelling/quivering the way jelly does.)

---- 9. What do you think Miyax will do now that Jello has crushed her house and stolen her food? (Inference)
(In the story she finds he has not been able to get into her "icebox". What a relief! Her food supply is still intact! Accept any answer that suggests she will have to rebuild her house/hunt for more food/die!)
(Accept any reasonable answer.)

---- 10. In this passage Miyax walks home "trailing her fingers on the tips of the sedges". What are "sedges"? (Vocabulary)
(coarse grasses)

---- 11. What do you think about this story in which a young girl survives by living with wolves? Do you think this could possibly happen? Why? or Why not? (Conclusion)
(Accept any reasonable answer.)

---- 12. Was it realistic for a young girl to set out in the Arctic wilderness by herself and try to go to San Francisco from Alaska? Why? Why not?

Comprehension Score:

Number of questions correct x 100 = ======
Total number of questions (12)

I'd like you to read a section from the story Who is Frances Rain? for me. In this passage Lizzie, the girl who is telling the story describes the ride as she and her brother, Evan, and her little sister, Erica, with her mother and her stepfather, Toothy Tim (as she irreverently calls him) are driving up to visit her grandmother for the summer. Her grandmother lives in Northern Manitoba. Hand the client the book, turned to page 8 and 9.

Total number of words: 298

Word Recognition Score:

Guide: 8 words is 95% (Instructional)
16 words is 90% (Frustration)

Comprehension

A. Retelling. **REQUEST**: Will you please retell this part of the story to me. Tell it as if you were describing the story to a friend who had never heard the story before.

B. Comprehension Questions and Suggested Answers.

---- 1. What do you think the roads to Northern Manitoba are like? Why? (Inference)
(Bumpy, because there are a lot of potholes.)

---- 2. What did the car smell like? (Literal)
(chocolate/egg sandwiches/hot/like a rotting grave/ putrid etc.)

---- 3. What had Erica, Lizzie's little sister, been eating? (Literal)
(sick to her stomach/like she couldn't last the six hours left of the trip)

---- 5. What did she do to alleviate her sick feeling? (Literal)
(opened the window of the car)

---- 6. What was Lizzie's brother's reaction when she opened the car window?(Literal)
(He was angry/he yelled at her to close the window.)

---- 7. Why did Lizzie's brother want her to close the window? (Inference)
(With the window open, the wind blew the doggie's scent to the back of the car. The dog smelled like a fisherman's grave to him.)

---- 8. What did Lizzie think about her brother? (Literal)
(He was the ultimate sexist teenage male.)

---- 9. Where did Lizzie get the idea that her brother was the ultimate teenage sexist

male? (Literal)
(She had heard her English teacher use the term and she thought it fit Evan.)

---- 10. What was Lizzie's mother like, do you think? How do you know? (Inference)
(Accept any answer that relates to the expensive perfumed shampoo she uses.)

---- 11. The person telling this story is named Lizzie. Yet the name of the story is Who is Frances Rain? What might the connection be between the two? (Prediction)
(Perhaps Frances Rain is Lizzie's relative - her cousin or her great, great grandmother.)

---- 12. What kind/type of a story do you think this is? (Inference)
(A mystery story/ a ghost story/ a story about the life of aboriginal peoples long ago and now ...etc.)

Comprehension Score:

Number of questions correct x 100 = ======
Total number of questions (12)

Appendix H

Standardized Test Results

Phase II of the Project

STANDARDIZED TEST RESULTS PHASE TWO

(Reported as t scores)

Subj. No.	Vocabulary		Comprehension	
	Pretest	Posttest	Pretest	Posttest
1	47	53*	56	51
2	52	50	46	46
3	54	46	53	68*
4	54	52	47	52*
5	46	55*	33	53*
6	61	60	57	56
7	39	28	40	46*
8	53	59*	54	52
9	51	40	48	48
10	38	NM	31	42*
11	53	39	50	52
12	56	54	46	55*
13	59	63*	66	70*
14	61	55	63	68*
15	46	41	41	49*

Note: Two clients were absent for the final posttest.

*Clients made substantial gains

NM Nonmeasureable

APPENDIX I

Volunteer Program Evaluation Questions

When the Book Bridges program was being developed, we envisioned the following benefits for the volunteers.

1. Training - in the teaching of reading comprehension strategies and writing as a process.

2. Actual input - coaching, teaching and counselling.

3. Increased knowledge of Winnipeg's core area and its residents.

4. Taking part in a meaningful project.

5. Being involved in research, planning and purchasing.

Would you please comment on these points and/or tell in what other way(s) the Book Bridges program has been a rewarding experience for you as a volunteer. (Use the reverse side of the paper if necessary.)_

What suggestions would you make in terms of improving the program the next time it is offered.

Other comments: